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ABSTRACT

This booklet contains summaries of more than 200 classroom projects developed by Idaho elementary school teachers and submitted by the teachers in response to a request by the governor. Of the submissions, 15 were specially selected for excellence. These are profiled first. The remaining projects are summarized under topic headings of: (1) improving math skills; (2) language arts skills; (3) student publications; (4) science; (5) physical education/health; (6) history and social studies; (7) fine art and music; (8) multidisciplinary techniques; (9) cross-age tutoring and buddy systems; and (10) student self-esteem builders. Each summary includes a short description of the classroom project and the name and address of the teacher who developed it. A final section profiles 10 publications by Idaho elementary teachers. (BC)

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Idaho Elementary School Teachers' 1991 "Innovation Inventory"

A Resource Book of Ideas
By and For
The Teachers of Idaho

Presented By
Cecil D. Andrus
Governor
September, 1991

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TABLE OF CONTENTS

Preface.....1
Governor's Recognition Awards.....2
Innovation Summaries Introduction.....10
Improving Math Skills.....11
Language Arts Skills.....16
Student Publications.....35
Science.....38
Physical Education/Health.....44
History and Social Studies.....47
Fine Art and Music.....55
Multidisciplinary Techniques.....60
Cross-Age Tutoring and Buddy Systems.....68
Student Self-Esteem Builders.....72
Teacher Publications.....83

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CECIL D. ANDRUS
GOVERNOR

IDAHO TEACHER'S INNOVATION INVENTORY
1991

PREFACE

This booklet contains summaries of hundreds of wonderful classroom projects developed by Idaho elementary school teachers. These projects cover a wide range of subject matter--reading, writing, mathematics, history, physical education, music and art, to name a few. Some are designed to increase a child's self-confidence and readiness to learn. All of them have been tested in the classroom and proved successful.

I want to thank all the dedicated, caring Idaho teachers who participated in the development of this booklet and shared their ideas with me. Space limitations have restricted us from describing every project in great detail, but the reader may contact specific teachers to learn more about these innovative methods. The teachers' names, school addresses and phone numbers are included for that purpose. If a project will require copying and mailing, please be sure to reimburse the teacher or school for those costs. Our schools are all operating on limited budgets, and funds for office supplies and postage can be very scarce.

Many of the techniques and projects described here can be easily duplicated, and I would encourage teachers to use this booklet as a classroom resource. Its purpose is to share good ideas so that teachers from Bonner's Ferry to Bear Lake, from Payette to Tetonia, can inspire and encourage each other in this most important work--the education of our children.

Thank you again, Idaho teachers. I appreciate very much the fine job you're doing and hope this publication will prove helpful to you.

With best regards,

Sincerely,

Cecil D. Andrus

Cecil D. Andrus
Governor

THE GOVERNOR'S RECOGNITION AWARDS FOR EXCELLENCE

In response to Governor Andrus' request, Idaho elementary teachers from across the state submitted information on their special classroom projects for this first-ever "Innovation Inventory." From the more than 200 submissions, fifteen outstanding projects were chosen to receive Governor's Recognition Awards. The selections were made by a special panel of education professionals: Colleen Mahoney of Lewiston, chairman of the Idaho State Board of Education and a former elementary teacher; Janie Ward-Engelking, an elementary school teacher in Boise; Susan Chavalier, assistant professor of elementary education at Boise State University; Joyce Greenfield, the 1991 Christa McAuliffe Fellow and a Caldwell High School language teacher; Ramona Lee, an elementary education student at the University of Idaho; Sharron Jarvis, principal of Whittier Elementary School in Boise; and Dr. Allan Cook, assistant professor of education at Idaho State University. The book was compiled and edited by Alice Koskela. The fifteen award winners selected by the committee are described in the first several pages of this booklet. The remaining submissions are grouped according to topic categories (math, science, language arts, self-esteem programs, etc.) and include a brief description of the projects.

COMMUNITY MEMBERS IN THE CLASSROOM

Janice J. Blackadar
1st through 3rd grade teacher
Pioneer Elementary School
P. O. Box 790
Salmon, Idaho 83467
PH: 756-3663

Janice Blackadar's third grade class invites parents in to show how they use reading and math in their jobs. For example, a waitress brought in menus, a tax table and an order book and demonstrated how she used these in her work. A millworker showed the class how he uses a tape measure, order forms, and blueprints. Ms. Blackadar writes that "one of the most powerful lessons was from a father who was showing us how he used math at the beam plant. In an atmosphere of sharing, he confided that he could hardly read and how difficult that was for him and his children. He was able to give my students an extra push in understanding the three R's."

REVOLUTIONARY JOURNALISM

Judy McFadden
5th grade teacher
Mountain Home Air Force Base Intermediate School
200 Main Street
Mountain Home, Idaho 83648
PH: 832-4665

Judy McFadden's history project is a follow-up to lessons on the Boston Massacre, the Boston Tea Party and the first shots at Concord. Students are assigned to make a Boston "newspaper", issued the day after one of those events. Students name their papers, draw the front pages to simulate a real newspaper, and write stories about the event they have chosen. They also include a political cartoon appropriate to the times.

FAMILIES ON READING CASSETTES

Jolyn Johnson
3rd grade teacher
Paris Elementary School
P. O. Box 56
Paris, Idaho 83261
PH: 945-2113

One of Jolyn Johnson's projects involves the creation of a special "reading cassette" tape with help from the student's family. Each student selects a story to read and is supplied with a cassette tape. The student takes the tape and story home and, with the help of the family, creates a story tape, complete with sound effects. The tapes are then returned to class so all the students can listen to them. "We've had many unique ideas come forth on these tapes," she writes. "One family sang their story complete with harmony and musical accompaniment. One family did their tape in a foreign language. Many family pets have participated." The students also illustrate their own books to go along with their tapes.

PEANUTS AND POTATO PARTNERS

Victoria Goodman
1st grade teacher
Westside School
2680 Newman Drive
Idaho Falls, Idaho 83402
PH: 525-7666

Victoria Goodman's class maintains a year-long relationship with another first-grade class in Americus, Georgia, and the two groups of students teach each other about their home state's most famous crops: potatoes and peanuts. The Idaho class visited a potato farm, dictated a story and drew pictures about the trip, baked potatoes and churned butter to use on the finished products. They sent letters, experience charts, pictures and photographs to the first-grade class in Georgia.

The Georgia students responded with material from their state Commodity Commission about peanuts, stories and pictures about their field trip to a nut and candy factory, and presents of peanut brittle candy, shelled peanuts and raw peanuts in the shell. "A simple unit on peanut production in the Social Studies book became a fun, working unit that included the production of potatoes as well as peanuts," Ms. Goodman says. "Two classrooms across the country benefited in the areas of language arts, map study, art, human relations and social studies."

ENDANGERED SPECIES IN MUSIC

Marguerite L. Lawrence
K-6th grade music teacher
Jackson Elementary School
334 S. Cole Road
Boise, Idaho 83709
PH: 322-3808

Marguerite Lawrence has collaborated on a children's musical about endangered species entitled "Around the World with Buddy and Chum." The musical features two composite animal characters who realize they are the only two of their kind and who decide to visit other endangered species. In preparation for the musical, each grade level has an animal to study, such as the rhinoceros, giant panda or gray wolf. Classes gather information about these species, and each class performs a song about its animals. The classes create life-size renditions of their animals for decorations at the musical, and they present a slide show of their endangered species art. The all-school musical "was a night to remember!" she writes. "Students, teachers and parents went away knowing more about endangered species."

ARACHNID STUDIES

Catherine Mulvany
2nd grade teacher
Pioneer Primary School
624 Pioneer Road
Weiser, Idaho 83672
PH: 549-3131

Catherine Mulvany's second graders learned more about spiders by observing a number of common, nonpoisonous arachnids, each in a separate jar, in the classroom. The class was split into teams, which were responsible for caring for one of these "pets." At the beginning of the unit the students brainstormed everything they knew about spiders, and as the unit progressed, they added new facts to the list and changed or deleted that which were discovered to be incorrect. The class read books about spiders, learned vocabulary words about spiders and used this theme across the curriculum. The culmination of the activities, she writes, "was a special showing of Charlotte's Web, after which we released our 'pet' spiders back into the nearby field from which they had come."

MOVING THROUGH THE SEASONS

Kathleen Hovorka
3rd grade teacher
Hillcrest Elementary School
100 Bennett Ave.
American Falls, Idaho 83211
PH: 226-2391

With John Denver's "Season Suite" as an introduction to this unit, Kathleen Hovorka's class learns about the earth's revolution around the sun by working in "season groups" and expressing the activities of the seasons through movement. The class culminates its study with a "revolutionary rap" and "dance." They learn such complicated concepts as longitude, latitude, international date line, prime meridian and equator in relationship to the earth's revolution around the sun.

INDIANS AND IDAHO HISTORY

Jessica R. White
4th grade teacher
Highlands Elementary
3434 Bogus Basin Road
Boise, Idaho 83702
PH: 338-3454

Jessica White's students learn Idaho history from the perspective of the Native American, using a book written by Idaho tribes and focusing on what gold exploration and the Oregon Trail meant to the Indians. An expert on American Indians visited the class, students wrote to Indian students, and the class made an Indian village that took up most of the room and included authentic tepees, scaled down to size. The unit included science (the study of ecology, wolves, birds of prey and astronomy), math, literature and current events. The unit included field trips and a feast featuring American Indian food. "Parents were invited to share the feast with us," she writes, "and it was indeed a festive occasion."

CROSSING THE GENERATIONS

Deloris C. Harrington
1st grade teacher
Kamiah Elementary School
711 9th Street
Kamiah, Idaho 83536
PH: 935-2142

Deloris Harrington's students gain greater empathy and respect for others and learn important social skills by helping out at a retirement home in Lewiston. The children participate in an early Thanksgiving party for the nursing home , and residents, raise money for the event through baked food sales. Ms. Harrington keeps a list of the residents and their favorite foods so that the children can bring them special desserts and other treats. At the dinner, there is singing and dancing--"we entertain each other with piano and singing solos and duets," she writes. "Both the children and adults now join in to do the 'Green Monster' or whatever is on the agenda. . .We leave each year with a feeling of accomplishment. The love that the residents give in return overwhelms us!" Some of the more able-bodied residents have traveled to Kamiah to have lunch with the students and visit their classrooms.

FOOTPRINTS, FOSSILS AND BONES

Joyce Lambert
1st grade teacher
Hillcrest Elementary School
1045 Bennett
American Falls, Idaho 83211
PH: 226-2391

Joyce Lambert's students learn more about footprints, fossils and bones through a number of special projects. Some children use clay to make impressions of certain objects, and others try to guess what object made the impression. When snow is on the ground, the students try to determine whose footprints are whose. The class participates in a "fossil hunt" in a vacant lot, seeded with fossils, and search for such "treasures" as rocks and sticks. The activity is used to develop vocabulary and writing skills as well. "I encourage other teachers to try 'fossil hunting,' " she writes. "If something happens that lends itself to a spontaneous activity, be brave--try it...Have fun exploring with your students. They'll discover a treasure you hadn't expected to find. They'll find learning is fun and exciting!"

REAL-LIFE RECYCLING

Cris Cunningham
6th grade teacher
Grangeville Elementary School
400 S. Idaho
Grangeville, Idaho 83530
PH: 983-0400

Cris Cunningham's self-contained classroom students researched the issue of recycling and presented a proposal to the City Council to install recycling bins in Grangeville. Fourteen students presented evidence at the meeting, and the council approved the idea. As a result of the publicity the U.S. Forest Service and other interested people helped establish a recycling center in this town of 3000 citizens. The children recycle papers from school and collect other items for recycling.

COMPOSER OF THE MONTH

Alison Bear
K-5th grade music teacher
Meridian Elementary School
48 W. State Ave.
Meridian, Idaho 83642
PH: 378-0241

Students at Meridian Elementary enjoy "Composer of the Month" activities, which include the entire staff and faculty of the school. Each day begins with music by the featured composer transmitted through the school's public address system. After the bell rings, the principal discusses the composer and reads a few "favorite facts" about the music being played that day. In music class, students participate in composer trivia games, listening lessons, poster contests and t-shirt designing projects illustrating a unique characteristic of the composer. "Through these activities," writes music teacher Alison Bear, "many musical elements are examined and many concepts are learned...The music has more meaning to the children...We have listened together, and we have discussed what we are learning together."

THE BREAKFAST CLUB

Jane Morgan
2nd grade teacher
Dalton Gardens Elementary School
6335 N. Mt. Carrol
Coeur d'Alene, Idaho 83814
PH: 772-5364

Jane Morgan's second graders are motivated to be independent readers through their "Breakfast Club," a cooperative effort with a local businessman. To qualify for membership in the club, students need to read four books in the month of April. They select the books, register them with their teacher and read them over the course of a week at home after school. Students who complete four books are treated in small groups to a limousine ride, provided by the sponsor, and a continental breakfast at a local restaurant. The children write thank-you letters to the "Breakfast Club" sponsor, Mr. Marshall Mend. He also writes a letter to them, encouraging them to continue to read. "This program...has not only helped encourage student reading but also has promoted interest and exchange of information between education and business," writes Ms. Morgan.

NEWS IN THE CLASSROOM

Eileen Laca
4th grade teacher
Roswell Elementary School
P.O. Box 246
Parma, Idaho 83660
PH: 722-6202

Eileen Laca's students watch the mid-day news, both for the content of the stories and the number of commercials shown. They keep track of their observations in individual notebooks. When a place is mentioned in a news story, the students use their desk atlas to find it. This project has several good results--students learn how to take notes by listening for key words and phrases; they learn geography; they are better able to take part in family discussions on current events; they calculate the amount of revenue generated by commercials. The students also learn to analyze commercials and write their own to sell an imaginary product. The student commercials are videotaped and shown to the entire group for discussion. The students then create their own news show, following a professional format and including a weather report with maps and symbols. Ms. Laca believes that "using news in the classroom stimulates and enriches the entire curriculum."

COUNTING CANS

Rhoda Gerrard
Kindergarten teacher
Butte View Elementary
400 S. Pine
Emmett, Idaho 83617
PH: 365-4691

Rhoda Gerrard's students have participated in an aluminum can recycling project that teaches a variety counting activities, sorting and graphing skills, of the importance of conservation, recycling and maintaining a healthy environment. Parents and other community members donated cans to the school for the project, and classes challenged each other to see who could bring in the most. The students counted cans by fives and tens, grouped them by brands, and graphed the number brought in each day. "This project gave us an opportunity to stress ecological issues, showing ways each student could contribute," Ms. Gerrard writes. "It provided the basis for lots of math activities...and encouraged cooperation. And the project was fun!"

IDAHO INNOVATION INVENTORY: SUBMISSION SUMMARIES

INTRODUCTION AND EDITORS' NOTE

The following are summaries of the submissions sent to the Governor's Office by teachers across the state of Idaho. We divided them, as well as we could, into subject areas. Certainly many of the submissions would fit in several categories; we tried to place them in the most appropriate one. Sometimes teachers submitted several ideas on several topics. In many cases, we had to choose from among several good ideas, but in every case we have tried to represent the project described in keeping with the individual teacher's writing style and emphasis. There were so many very good submissions--we have tried to present as many of them as possible as concisely and clearly as possible. These summaries are not intended to be detailed "how-to" explanations, but we hope they will inspire readers to contact the teachers for more information and to try these ideas out themselves. If nothing else, editing these submissions reinforced for us how truly dedicated, caring, and creative our Idaho teachers are. We salute you, and urge you to continue your good work. Thank you for submitting your ideas.

Alice Koskela

Alice Koskela, Special Assistant

Teresa Sandmann

Teresa Sandmann, Administrative Assistant

Lisa Reed

Lisa Reed, Intern

IMPROVING MATH SKILLS

KEEPING A MATH JOURNAL

As the children arrive each morning, they begin the day with an entry in their math journal. They work on a brief assignment, then compare entries with a partner. The journal is a record of the math skills they learn throughout the year.

Roberta Bergh
2nd grade teacher
West Elementary School
415 W. 2nd N.
Mountain Home, Idaho 83746
PH: 587-8594

MULTIPLICATION RHYMES

To help third and fourth graders with difficult multiplication tables, I make up poems, songs or chants, such as "four times seven went on a date; didn't get home 'til 28."

Irene S. Larsen
Special Education teacher
Ammon Elementary School
2955 Geneva Dr.
Idaho Falls, Idaho 83406
PH: 524-4090

NUMBER CONCENTRATION

This activity is very effective in teaching students to identify numbers. The child learns a poem to help them visualize how the number is written ("Around a tree, around a tree, that's how you make a three.") We play a game where I write the number of the chalkboard (the student is facing away from the board) and then "draw" it with my finger on the student's back, sometimes reciting the poem without saying the number. This game can be played with the entire class divided into teams, earning points for identifying the number correctly.

Carol Green
Kindergarten teacher
Mountain View Elementary School
1507 East St.
McCammon, Idaho 83250
PH: 254-3971

INDIVIDUALIZED MATH

My math program is individualized to meet the needs of all the children. I use parent and grandparent volunteers as well as fourth, fifth and sixth graders to help.

Kathy Hammers
1st grade teacher
Collister School
4426 Catalpa
Boise, Idaho 83703
PH: 338-3436

MULTIPLICATION TABLES GAMES

I have developed large flash cards with different combinations of numbers to 10 to teach multiplications. There are various awards for levels of learning. For example, if a child gets 40 digits in correct answers in a one-minute test, his "bird" on our bulletin board gets wings and gets off the ground. Other awards include treats such as ice cream cones. Students often help each other with their flash cards in their spare time.

Pat Jenkins
2nd grade teacher
Fairview Elementary School
979 E. 97th N.
Idaho Falls, Idaho 83401
PH: 525-4425

BRIDGING THE FUTURE

This cooperative learning project involves each student without grouping according to level. I draw names to organize groups of five to become bridge building companies, including an engineer, an accountant, an architect, a general contractor and a builder. The students apply a number of abstract concepts such as stress fulcrums, the law of gravity and the strength of different geometric shapes. They also use other mathematics skills.

Ann Durham
6th grade teacher
Kimberly Elementary School
311 Main St. S.
Kimberly, Idaho 83342
PH: 423-5118

MATHEMATICS CAMP

We held a week-long mathematics camp in June for 33 elementary students. The camp introduced students to some new and different mathematics (place-value numeration, pattern recognition) and was taught by a college professor as well as three supervising teachers. Each student was required to pay $10 for the camp, but this money was used primarily for snacks and supplies. The major funding was from the College of Idaho and the State Department of Education.

Beth Davis
3rd grade teacher
Kamiah Elementary School
Box 458
Kamiah, Idaho 83536
PH: 935-0482

HANDS-ON FRACTIONS

I teach fractions by having students fold and color pieces of paper; through this method, the child can easily distinguish how many eights there are in one half, how many fourths in one half, etc. I teach how to convert teaspoons to tablespoons, pints to quarts, etc., by using actual containers and filling and emptying them.

Marie Jessup
4th grade teacher
Lapwai Elementary
Lapwai, Idaho 83540
PH: 843-2952

NUMBER RECOGNITION

My students enjoy using this short activity to learn numeral recognition from one through 31. Each day a child is a "Happy Helper, and one of the Helper's jobs is to provide information for the large class calendar. I recently added the "Doggie Calendar," a day-a-page calendar with dog photographs. If the helper can name the numeral on his/her page, the helper can take it home the following day.

Sandra Staff-Koetter
Kindergarten teacher
John Brown Elementary
P.O. Box 10
Rathdrum, Idaho 83858
PH: 687-1289

MEASURE FOR MEASURE FOR COOKIES

Students are assigned to bring certain amounts of cookie recipe ingredients to school. They measure ingredients at home, bring them to class and remeasure them to make sure the measurements and fractions are understood. Then we made the cookies and sampled the results.

Deidre Taylor
5th grade teacher
Midway Elementary
635 North 3500 East
Menan, Idaho 83434
PH: 754-8604

MENTAL MATH

Each morning my second graders play "mental math." The object of this game is for children to do a math problem in their heads and write the answer in their journals. We start with easy problems and gradually these become more difficult.

Mary Whitcraft
2nd grade teacher
Genesee Elementary
Box 98
Genesee, Idaho 83832
PH: 285-1161

COUNTING AND ESTIMATION

I place various types of items in a clear glass jar and ask the students to look at the size of the item, the size of the jar and estimate the number of items inside. We then count the number by twos, threes, fours, or fives.

Mary Simpson
2nd grade teacher
Meridian Elementary School
48 West State Avenue
Meridian, Idaho 83642
PH: 888-7101

WHITE SHEET

This game is used to review math skills. We play in teams whose members are given problems to solve on their lined papers with their "white sheet" paper person competing against other teams' "white sheet" members. The "white sheet" player rotates through the team, and points are given for the first correct answers.

Sandra Meyer
2nd grade teacher
Cynthia Mann Elementary
5401 West Castle Drive
Boise, Idaho 83703
PH: 338-3504

TOUCH MATH

This system give numbers one through nine specific "touch points." It is especially beneficial for students who find it difficult to memorize addition or subtraction facts. It can be adapted for multiplication, division and counting money.

Varina Hallock
K-3 Resource Room teacher
Lincoln School
1200 Grant
Caldwell, Idaho 83605
PH: 455-3321

WHITE ELEPHANT SALE

This helps children learn about money and counting. The students bring small "white elephant" articles from home, price these themselves, and then "go into business" in groups of twos and threes. Half the class are shoppers with an equal amount of "money" to spend. We also have a bank and a banker.

Carolyn Crawford
3rd grade teacher
Rockford Elementary
1152 W. Highway 39
Blackfoot, Idaho 83221
PH: 684-4451

STORE CLERK

This game helps students learn to count change, write checks and balance a checkbook. Students take turns being "store clerks" and "customers."

Patricia Van Voorhees
Special Education Resource Program teacher
Murtaugh Elementary
P.O. Box 17
Murtaugh, Idaho 83344
PH: 432-5233

MULTIPLICATION OLYMPICS

This game helps students memorize multiplication facts. The students are divided into "countries" and take timed tests each week. We have a special awards ceremony much like the Olympic games, including medals, flags and the playing of each country's national anthem.

Martie Brennan
3rd grade teacher
Highlands Elementary
3434 Bogus Basin Road
Boise, Idaho 83702
PH: 338-3454

****

LANGUAGE ARTS SKILLS

AUTHOR OF THE DAY

This exercise teaches better penmanship and the value of written communication and builds self-esteem. Every day, I select a sentence from a student's creative writing and copy it on the board (including the author's first and last name). Spelling is corrected, but no other judgment is passed. I have the author read the sentence aloud. Everyone copies the sentence. I return the papers the next day with encouraging remarks.

Jean Stark
Joplin Elementary
1st grade teacher
10420 Whispering Cliffs
Boise, Idaho 83704
PH: 375-4646

ALPHABET CHANT

To help my students learn more about sounds in a meaningful context, I wrote an alphabet chant, printed it on an extra large piece of paper so the students could see the letters and we chanted it together. ("I can say the alphabet from A to Z, So come on now and listen to me! A says a-a-a, apple, and B says b-b-b, baseball bat...")

Kathy Law
Kindergarten teacher
Irving Kindergarten Center
440 W. Judicial
Blackfoot, Idaho 83221
PH: 785-8835

WHOLE LANGUAGE

The whole language approach allows me to sing, do participatory stories with the children and teach them comprehension skills while teaching them to love learning. There is still work done in small strategy groups, but it never pits one child against another. The children thrive on it.

Jennie Lou VanEps
Kindergarten teacher
Irving Kindergarten Center
440 W. Judicial
Blackfoot, Idaho 83221
PH: 785-2142

VISUAL PHONICS

I did not develop "visual phonics," but I am thrilled with the success I had this year in reaching kids that could not be taught with other methods. I'd like other teachers to understand its potential.

Lila Simmons
Kindergarten teacher
Dean Goodsell Elementary
184 W. Center
Shelly, Idaho 83274
PH: 357-7688

BILINGUAL ANNOUNCEMENTS

A student came to our class in October who spoke no English. I spoke no Spanish. I began each day with a song and announcement of the month, day, date and year. From the time our new student came, we started to make this announcement in both Spanish and English. This practice had several benefits, including helping us become more aware of language and helping both Spanish-speaking and English-speaking students build a sense of togetherness as everyone worked on our new words.

Claudia Moberly
3rd grade teacher
Notus Elementary
P.O. Box 250
Notus, Idaho 83656
PH: 459-7442

ENCOURAGEMENT FOR 'RELUCTANT READERS'

I provide each child with material at his reading level, help motivate him or her to read it, provide time and an environment conducive to reading and encourage parents to become involved in this process.

Janice Bailey
1st-5th grade Special Reading teacher
Valley View Elementary
3555 N. Milwaukee Rd.
Boise, Idaho 83704
PH: 322-3828

AUTHOR'S TEA

At the end of the year we invited parents, family and friends to listen to the students read their big books. The student typed or used computers to write and illustrate their books. The students designed the program, invitations, and decorated the room for guest seating. A cake designed in the form of a book had the inscription "Welcome to the First Annual Author's Tea 1991." The children's names were written inside. It was a great success.

Kim Welling
2nd grade teacher
Worley Elementary School
RT. 1 Box 53
Worley, Idaho 83876
PH: 686-1769

A TALKING SCRAPBOOK

I take pictures of my fourth grade students throughout the year, and in February each child chooses a picture of him/herself and puts it onto a scrapbook page along with drawings or other artwork. The child writes a one-minute script to explain a favorite classroom activity and records the message on a cassette tape that will be placed in a zip-lock bag on the inside cover of the scrapbook. When all class members have completed their pages, the "talking scrapbook" is complete. Children can check it out and take it home to share the workings of their classroom with family and friends.

Barbara Webb
4th grade teacher
Sawtooth Elementary
1846 Alturas Dr.
Twin Falls, Idaho 83301
PH: 733-0530

"H" WEEK

One of the books I read to my kindergarten class during H Week is "Harold and the Purple Crayon." To reinforce the letter sound of H, we change the beginning sound of our names to H (i.e., Johnny-Honny; Sandy-Handy). Each child gets to be "Harold" by drawing with a purple crayon heated on a warming tray. This feels "Hot" and involves another sense. As the child draws, the crayon melts on the paper, creating a little different coloring effect.

Vera Taggart
Kindergarten teacher
John Brown Elementary
P.O. Box 10
Rathdrum, Idaho 83858
PH: 687-0551

"SETTLING DOWN" SENTENCES

When the children arrive for class in the morning they immediately begin work on sentences. I put two sentences with grammatical, punctuation and capitalization errors on the front board, and the children correct these in a special notebook they have at their desks. Two students are chose to correct the sentences on the board, and everyone corrects his/her own paper.

Renee Graham
3rd grade teacher
Kinghorn Elementary
65 N. 4000 E.
Rigby, Idaho 83442
PH: 745-6486

STUDENT BOOK CLUB

I sponsor a Book Club for my students; we have monthly club meetings with special reading and art activities. To be a member of the club, students "pay" membership dues of two book reports or projects a month. Our Friday Night Book Club began with a sack supper, followed by workshops in storytelling, music and art. The students spent the night at the school and had breakfast and an awards assembly the next morning.

Nancy Madsen
4th grade teacher
Harwood Elementary
200 W. 3rd N.
Rigby, Idaho 83442
PH: 745-7613

POWER SPELLING

"Power Spelling" is a way to challenge students and encourage enthusiasm for spelling. This program allows students who pass their weekly spelling pre-test to pick words that they want to learn how to spell for a special test. These "power spellers" then have an additional "power list" of words to learn. Vocabulary posters and full-sentence dictation including the spelling words are also included in this activity.

Meleah McCulley
2nd grade teacher
Grangeville Elementary
400 S. Idaho
Grangeville, Idaho 83530
PH: 983-0400

NOTEBOOK JOURNALS

In first grade, we begin with journal-writing the first week of school. Students draw pictures in their journals and write about the pictures. In second grade, the children are given a journal suggestion every day. The teachers collect the journals once a week, and do not correct them but write beside each entry, providing a model of correct grammar and spelling.

Shauna Berg and Deb Nowatzki
1st and 2nd grade teacher
Linden Park Elementary
1305 9th St.
Idaho Falls, Idaho 83404
PH: 525-7642

DAILY HOME READING

In my first grade, we read and write for much of the day. To encourage continuation of these activities at home, I have the children check out a book of their choice daily from our room library and read it with family members. The following day children give "book talks" about their book and/or write about it in a daily journal.

Pamela Cort
1st grade teacher
Summerwind Elementary
10000 Skycliffe
Boise, Idaho 83704
PH: 376-6081

READING ALOUD

I read special books to my sixth-graders, choosing books that are too hard for them to read themselves but which really hold their interest. During the last month of school, each child gets to read an excerpt from a favorite book or story. If everyone in my homeroom class reads 26 books, I cook their dinner one day during the last week of school. In seven years of teaching sixth grade, I have cooked six dinners.

La Rue Curtis
6th grade teacher
Hooper Avenue Intermediate School
95 East Hooper Avenue
Soda Springs, Idaho 83230
PH: 547-3313

JOURNALS IN KINDERGARTEN

My kindergarteners write in journals, drawing pictures and listening for any sound they can hear in the words they write. As the year progresses, they are able to hear more and more sounds in the words they are writing. We also talk about our language charts and about spelling or punctuation rules we see in the charts. These help the students expand their journal-writing skills.

Dana Stiegemeier
Kindergarten teacher
Ponderosa Elementary
2800 Ponderosa Blvd.
Post Falls, Idaho 83854
PH: 773-1508

MORNING MESSAGES

Every morning, I write a "message" on the board. As the year goes on the message gets longer, and the children respond as if they have received their own letter. Three times a week, we put out a class newsletter. I provide my students with lots of books and have them read silently every day.

Margaret Campbell
1st grade teacher
Bryan Elementary
3406 Broken Arrow
Coeur d'Alene, Idaho 83814
PH: 765-1087

POEM MEMORIZATION

We memorize a poem each month and have a class party to see how many poems the students can remember. This method lends itself to memorizing continents, states, the solar system, times tables, etc., and enhances children's abilities to write poetry.

Susan Wood
3rd grade teacher
A.W. Johnson Firth Elementary
1627 S. 45 W.
Idaho Falls, Idaho 83402
PH: 522-6286

SUPER SPELLERS

The Super Spellers program consists of ten words plus definitions taken from the "Word Power" section of the Reader's Digest. Students must spell and use the words correctly in sentences with 85 percent accuracy to earn free computer time and other rewards. Students may join the program after achieving five consecutive perfect spelling test scores. Once a semester, parents are invited to a demonstration of the students progress. We celebrate their achievements with a lunch at a local restaurant.

Gary Henry
5th grade teacher
Dalton Gardens Elementary
6335 North Mt. Carrol
Coeur d'Alene, Idaho 83814
PH: 772-5364

MINI ORAL BOOK REPORTS

Mini oral book reports are a good way to help children keep interested in reading. A timer was set for five minutes, but the reports rarely took more than three. The reports were given right after silent reading time three times a week. The students loved to perform and it was always a successful experience whether they took 30 seconds or the full five minutes. Some students made up stories to tell as their reports.

Dorcthy Ashcraft
2nd grade teacher
Central Elementary
102 N. Park Ave.
Sugar City, Idaho 83448
PH: 356-9351

TAPED SPELLING LISTS

Each week I record our spelling lists on tapes, including instructions for practicing the spelling lesson. I pronounce and spell each word and put the tape in the listening center for students to use. I group students into "pods" of four, making sure that these include students of varying skill levels. The groups work well together and help each other in a number of areas.

Margaret Gudgel
3rd grade teacher
Pioneer Elementary
Rt. 1 Box 110
Salmon, Idaho 83467
PH: 756-3528

WRITING WORKSHOP

I asked teachers of other second grades in our building to send me two or three promising writing students for a special project. I taught this "class" several writing techniques and presented this project at a writing workshop. The students produce their own books and enhance their vocabulary and writing skills. The last week of school our class holds a "showcase" and tea to show parents the writings we have done over the course of a year.

Mary Jo Moore
Orofino Elementary
2nd grade teacher
4232 Old Ahsahka Grade
Ahsahka, Idaho 83520
PH: 476-7570

WEEKLY SPELLING UNIT

I have a routine spelling unit which includes a Monday pretest, a Tuesday workbook session, "buddy study" on Wednesday, and a Spelling Game on Thursday. I divide the class into two groups (boys v. girls) and dictate spelling words for the team members to spell. (One boy and one girl are at the blackboard.) Points are given for correct spelling, and the winning team gets to go first to lunch.

Lorri Hazen
5th grade teacher
Lincoln Elementary
663 Mountain View Dr.
Twin Falls, Idaho 83301
PH: 733-1321

ENCOURAGEMENT FOR ALL READERS

I try to find interesting books for children to read, allow time for us to read together, and provide access to books available in the school media center and bookmobile. It is essential that class time is used for silent reading of books selected by the student.

Elaine Cobia
6th grade teacher
Mountain View Elementary
P.O. Box 69
McCammon, Idaho 83250
PH: 254-3223

A BILINGUAL-BICULTURAL APPROACH

I worked with a co-teacher at the School for the Deaf and Blind on a special team-teaching unit. I read classics not usually chosen by students, but changed the characters' names in the books to my students' names in class. Instant interest! The students write in a personal journal, and I write back. They keep a spelling dictionary and learn good penmanship through tactile spelling cards, and they make box spelling cards of the outlines of words to help learn how to identify them.

Margaret Trimmer
4th & 5th grade teacher
Idaho School for the Deaf and Blind
P.O. Box 113
Gooding, Idaho 83330
PH: 934-5942

TIME FOR READING

As a half-time teacher, I spend an hour in each classroom teaching reading. I worked with a small group of discouraged readers around a reading table while the regular classroom teacher used a cooperative approach with the rest of the class.

Becky Goodliffe
3rd grade teacher
Ellis Elementary
11888 N. Whitaker Rd.
Pocatello, Idaho 83202
PH: 237-4742

ALPHABET UNIT

I bring in a big object for each letter (a basket for "b") and, in that object, put other objects that begin with the same letter ("bug," "button," etc.). I then use a record called "AlphaTime" to help children get acquainted with writing the letter. At the end of the day I give children "tickets" to the outside after they tell me a word that begins with the letter we have been working on that day. Sometimes I dress up like a letter and the children guess what letter I am.

Brenda Tuckett Reanier
Kindergarten teacher
UCON Elementary
10841 N. 41st St.
Idaho Falls, Idaho 83401
PH: 225-4430

POEM RECITATION

My students begin each morning with the flag salute and recitation of the poem "I Am an American." When they have learned the poem, we move on to another one. At the end of the year we invite parents in to hear our "choral readings." The children usually learn about 24 poems during the year.

Jo Ann De Loach
3rd grade teacher
North Elementary
290 E. 12 N.
Mtn. Home, Idaho 83647
PH: 587-2585

INTEGRATION OF LANGUAGE ARTS

We are moving in the direction of integrating language arts across the curriculum for grades K-6. We are using a collaborative strategy involving weekly staff meetings to plan what will happen in the classroom the following week. Through creative scheduling, we can offer staff the time they need for planning.

Trudy Bischoff
K-6th grade teacher
Mackay Elementary
P.O. Box 360
Mackay, Idaho 83251
PH: 588-2262

WORD JEOPARDY

I have developed a game similar to the television "Jeopardy" game, which deals with spelling words. Using an overhead projector and a special game sheet, I read the definition of the spelling word and the students try to identify the words. The winning student team gets a trip to the cookie jar.

Jackie Yankey
6th grade teacher
Park Intermediate
758 East Park St.
Weiser, Idaho 83672
PH: 549-2524

STRETCH YOUR IMAGINATION WITH BOOKS

This parent/child home-reading program provides parents with a quality literature book and vocabulary enrichment and comprehension activities for parents and children. The program includes a letter to the parent, describing the activities, and a checklist of the activities for the parents and children to complete. The family also completes a follow-up comprehension activity. The program participants showed good reading gains as well as improved attitudes toward reading.

Karen Scharnhorst
2nd grade teacher
Troy Elementary
Rt. 1, Box 95
Troy, Idaho 83871
PH: 835-6222

SILENT ELEPHANT E

This lesson is designed to teach phonics skills and requires only an elephant puppet and several sheets of construction paper. The "elephant" helps the teacher by "whispering" information she teaches the children. They "wear" construction paper letters and Silent Elephant E helps to teach them about words with silent "e" endings.

Linda Jones
1st grade teacher
Franklin Elementary
5007 Franklin Rd.
Boise, Idaho 83705
PH: 338-3440

INTRODUCING CHILDREN TO VOWEL SOUNDS

I have modified the song "Old MacDonald" to teach vowels ("Old MacDonald had a farm--a,e,i,o,u"), and to help explain the difference between long and short vowel sounds ("and on this farm he had a cat...with an 'a' 'a' here...").

Elaine Womack
Kindergarten teacher
Pioneer Elementary
515 South 4th East
Preston, Idaho 83263
PH: 852-2233

BUILDING READING SELF-ESTEEM

The class chorally reviews and sings the alphabet song, letter sounds and phonics sounds daily as a group. All ability groups work on the same story, workbook pages and art projects. There are blocks of quiet reading time built into every day, extended from one minute in August to 15 minutes in May. My goal is for all students to complete the basic reading program materials with joy and gain reading self-esteem.

Jane Park
1st grade teacher
Wendell Elementary
150 3rd Avenue East
Wendell, Idaho 83355
PH: 536-6611

THE SPALDING METHOD

This method teaches the sounds of the common 70 phonograms used in speaking, reading and writing. In the early fall, my first graders begin to learn the phonograms and 120 spelling words, and by November they begin reading easy books. With their ability to read, it makes teaching other subjects much easier. We present a special "American Heritage" program for parents in February, and I feel my student's ability to present this program is due to the discipline learned in the Spalding method.

Catherine Wentz
1st grade teacher
Garfield Elementary
153 Rainbow Dr.
Boise, Idaho 83704
PH: 375-3298

AN AFTERNOON OF LITERATURE

Our students write and make books. Each class selected one student author of a book and poem, and the "Afternoon of Literature" began with the author at a table in the hall. The decorated table held the books, a sign with his/her name and pens for autographing. The classes took turns visiting the authors and buying their products for 10 cents, donated by the school. When not visiting authors, the children were in class watching films. Afterwards we provided punch and cookies.

Twylla Hunt
2nd grade teacher
Southwest Elementary
431 W. 21st
Burley, Idaho 83318
PH: 678-6617

DAILY DOINGS

Instead of a routine "show and tell" in front of the class, my students have special days to read original stories and poems, discuss current events and talk about books or stories they have read. They can tell jokes, riddles or other mind puzzlers, present new vocabulary words, and define and pronounce foreign words. Each child participates at least once a week, and the different topics encourage reading to find jokes, tricks, definitions, etc.

Bonnie Olson
3rd grade teacher
Midway Elementary
443 N. Yellowstone
Rigby, Idaho 83442
PH: 745-8663

INDIVIDUALIZED INSTRUCTION

There are no reading groups in my room. I listen to each child read individually, and I read to the whole class at least 30 minutes each day. Each child reads his writing to me every day.

Marjorie W. Miller
1st grade teacher
A.W. Johnson Elementary
P.O. Box 158
Firth, Idaho 83236
PH: 346-6848

LANGUAGE EXPERIENCE

Using freezer paper taped to the chalkboard, I draw what children describe to me, label the pictures and write down the children's dictated sentences near the pictures. Children then have a chance to take their pictures, read their words or sentences to each other, and color the pictures.

Ann Sweeney
Kindergarten teacher
Popplewell Elementary
200 North 6th
Buhl, Idaho 83316
PH: 543-8225

SPECIFIC SKILL SERIES

This series is designed to develop eight crucial reading skills and to give the students specific and concentrated experiences in reading for different purposes.

Alice Morast
1st-3rd grade teacher
Kinghorn Elementary
219 North 1st West
Rigby, Idaho 83442
PH: 745-6692

LETTERS ON THE CEILING

This program makes use of the ceiling for language arts and whole language expression. The children produce pictures to accompany the sounds of letters. Throughout the year, the letter collection grows until the entire ceiling is covered.

David D. Price
Kindergarten teacher
Star Elementary
Star, Idaho 83669
PH: 286-7211

FOXFIRE PHOTO ESSAY

My students interview people from the community and then develop a photo based on the gathered information. I took several of my students to Hells Canyon this year to gather information on elderly homesteaders who were raised in the canyon. This approach was inspired by the "Foxfire" program, originally developed in the southeastern U.S.

Nan Lombardo
Fifth Grade Teacher
J. Russell Elementary School
119 North Adams Street
Moscow, Idaho 83843
PH: 882-2715

THE BOOKWORM CLUB

This reading-incentive program includes sponsors from the community who pledge a certain amount of money per book read by participating students. The money raised was used to purchase a computer for the school.

Shirley Rodes
K-6th grade teacher
Garden Valley Elementary School
P. O. Box 710, Main Street
Garden Valley, Idaho 83622
PH: 462-3756

PUPPETS IN LANGUAGE ARTS

My students construct fabric hand puppets with paper mache heads and original costumes. They write plays for the puppets and use them for role play. The students also draw from their own background to write and illustrate several sentences a day. Gradually, their written language blossomed into longer paragraphs, then pages, then books.

Kris Watkins
2nd grade teacher
Eagle Elementary
111 Springhill Dr.
Eagle, Idaho 83616
939-8453

WORD-OF-THE-DAY

One of the best "get-started" activities I've used is simply looking up a new word every day in the dictionary. The children do this first thing when they come in each morning, and write the word, the part of speech and its first meaning in their journals. Then they use it in a sentence of their own. Every student reads his sentence and we talk about it. For the rest of the day it is a challenge to use the new word in any of our subject areas.

Polly Sue Grindle
5th grade teacher
West Elementary
1910 Stone Dr.
Mountain Home, Idaho 83647
587-3268

ABC IN READING

This "ABC" means "art and acting boosting comprehension", and it is a way to help students summarize and visualize. The students draw pictures about the story we are reading and act out the story line.

Eva Spooner
5th grade teacher
I.B. Perrine Elementary
267 Locust Street N.
Twin Falls, Idaho 83301
PH: 733-4288

VIDEO STORY REPORT

Each student chooses a story from our reader, reads it silently and then out loud, and then prepares a report to the class. The student is encouraged to use props, costumes, or other people (other students or parents) in the report. I videotape the report, and we have a report part where the students watch themselves on television. Parents and the principal are invited.

Krista Treadway
1st grade teacher
Bellevue Elementary
P.O. Box 390
Bellvue, Idaho 83313
PH: 788-4012

SEVEN LITTLE MONSTERS

After reading Maurice Sendak's "Where the Wild Things Are" and "Seven Little Monsters," I teach the children to "sing" the book to a jingle I wrote to go with the words. I also copy the words onto chart paper, sentence strips and word cards so that the children can practice laying the words out in order. They can always sing as they do this work.

Phyllis Garner
1st grade teacher
Linden Elementary
11874 Hemlock
Boise, Idaho 83709
PH: 362-3214

CARTOON SUMMARY

Using a story all students have read, I create a worksheet page containing sentences about the events in the story; these are set off in boxes and are in the wrong order. The students cut out the boxes, glue them in order on white construction paper, and illustrate each sentence--a cartoon summary. I also use deaf sign language.

Joan Schollian
2nd grade teacher
Pioneer Elementary
Weiser, Idaho 83672
PH: 549-3131

ABC JOURNAL

As the students learn the letters and the sounds of the alphabet, they make projects that begin with the sounds of the letters. When it's time to take this work home, the students pick one or two to save for their ABC Journal. They put the creation in the journal, write something about it and practice writing the letter for the journal.

Ima Hale
Kindergarten teacher
Pingree Elementary
716 S. 1400 W.
Pingree, Idaho 83262
PH: 684-5286

MAKE-UP-A-SENTENCE GAME

I write words from simple sentences on pieces of colored paper and put them into an envelope. The student is given an envelope and asked to construct sentences using the word cards. End punctuation is placed on the cards and included in the envelope. This activity can easily be used in game format.

Carol Mendiola
K-5th grade teacher
Chief Joseph Elementary
1050 Parkhill Dr.
Boise, Idaho 83702
PH: 336-3930

GETTING EVERYONE TO PARTICIPATE

I use this technique mainly in reading classes, but the results carry over into our full day. I divide the class into two groups--natural participators and non-participators--and work with groups on sharing not only what they know about a reading passage but what they don't know--through what I call "cross-questioning." It is a shared inquiry technique that relies on students' asking each other questions about a reading passage. The non-participators' group learns to encourage each other to take part, and natural participators learn how to ask questions about what they don't know.

Barbara Morgan
3rd grade teacher
McCall-Donnelly Elementary
P.O. Box AT
McCall, Idaho 83638
PH: 634-7961

READING RECOVERY

This accelerated reading program for students-at-risk teaches children to take responsibility for their own learning. The bonus for migrant children is that it is also an excellent way to develop language skills.

Donna Hyatt
K-8th grade teacher
Eastside Primary
1315 Center Ave.
Payette, Idaho 83661
PH: 642-7284

PHONICS SKILLS

I choose a phonics skill that the student needs help with and have the student skim a page or two in the newspaper and circle all the words that contain the given phonics cluster. The student pronounces, defines and writes the words, both with and without help from the teacher.

Therese Bertrand
Kindergarten and Resource Room teacher
Canyon Elementary
Cataldo, Idaho 83810
PH: 682-2749

READING PARENTS

This program involves parent and grandparent volunteers who spend an hour and a half each week listening to childrn read. It has had many great benefits for both the students and the volunteers.

Dotty Evanson
1st grade teacher
Malad Elementary
250 W. 400 N.
Malad, Idaho 83252
PH: 766-2255

SPECIAL BOOKS

Through book orders and mini-grants, I have begun to build a personal paperback book library. I call these "special books." They are assigned and read during reading group. Students are given a choice of books and a chance to do a number of creative types of book reports.

Lauri Zahm
6th grade teacher
Chubbuck Elementary
3549 Valley
Pocatello, Idaho 83202
PH: 237-8771

THE WEEKLY SPECIAL

Every week, I introduce a new subject, which could be anything from Norman Rockwell to the Super Bowl. The class discusses it every day, sharing information. A classroom team could decide on a subject, organize information about it and initiate discussion.

Diane Powell
4th grade teacher
A.W. Johnson Elementary
2102 Rendezvous Rd.
Idaho Falls, Idaho 83402
PH: 346-6848

SOVIET PEN PALS

My class has the opportunity each year to write to a class of Soviet school children. In preparation for this project, we study a wide range of facts about the Soviet Union. Each child is required to use his/her handwriting skills and written expression skills to create a letter. Without fail, we receive a response in about two months.

Pam Cunningham
3rd grade teacher
Greenhurst Elementary
1701 Discovery Place
Nampa, Idaho 83651
PH: 465-2745

ALPHA-PEOPLE VILLAGE

Each member of the Alpha-People Village is a characterized letter, and each has a one-page story in Big Book form with related activities, songs, food experiences, etc. throughout the week. There is an actual "village" in my room, and each character is added to the village as the letter is introduced. Each child has a "letter bucket" to take home, fill with items beginning with that letter, and return for a display village.

Carol Lee Burton
Kindergarten teacher
Grace Elementary
117 West 4th South
Grace, ID 83241
PH: 425-3984

PEN PALS

My class writes letter to another 3rd grade class in another town. We were pen pals during the school year. At the end of the year, the two classes of pen pals met each other.

Mary Ellen Cope
3rd grade teacher
Shilling Elementary
50 S. Shilling
Blackfoot, Idaho 83211
PH: 785-8838

SCHOOL-WIDE READ-ALOUD PROGRAM

This is an established morning routine, in which the principal, a teacher, a guest or a student will read a favorite story, poetry, or chapter from a book over the public address system. The children are encouraged to think about the shared reading and respond to it. This project inspired students to do illustrative artwork and other creative writing activities.

Nancy Colburn Clute
1st and 2nd grade (combined) teacher
Sorensen Elementary
9th and Coeur d'Alene
Coeur d'Alene, Idaho 83814
PH: 664-2822

STUDENT POETRY

Our district benefited from a Steele-Reese grant that brought two poets to classrooms. These poets helped many students discover their ability to write. A group of teachers have worked together to compile a book of poetry exercises that teachers can continue to use. It will be published this fall.

Dorrie Prange
1st grade teacher
Pioneer Elementary
602 12th St.
Salmon, Idaho 83467
PH: 756-2367

THE NEWS CENTER

I have established a news center "broadcast booth" with a large appliance box and student broadcast reporters. Reporters are assigned to do the weather, sports, commercials and the news, and all 28 students get a chance to be a reporter once a week. The booth also is used for show-and-tell, making announcements, reading student writing and singing activities.

Ruth Newell
3rd grade teacher
Edahow Elementary
2020 Pocatello Creek Road
Pocatello, Idaho 83201
PH: 233-1844

READING TEAMS

I have developed collaboration teams on the fourth, fifth and sixth grade levels for teaching reading to all students without pulling the Special Education or low functioning students out of the mainstream. Students are divided into three heterogeneous groups, and each group is taught so every child receives intensive reading instruction.

Susan Ryder
4th-6th grade Special Education
Whittier Elementary
301 N. 29th
Boise, Idaho 83702
PH: 338-3520

ALL KINDS OF BOOK REPORTS

I have always made sure my classroom includes a quiet reading area with lots of big pillows and LOTS of books and other reading material. I require book reports, but these are not all the same kind. They might be creating mobiles, making pop-up books, writing a children's book, dressing the part for a biography and being that person, making posters, dioramas, etc.

Julie M. Chandler
2nd grade teacher
Pioneer Primary School
634 Pioneer Road
Weiser, ID 83672
PH: 549-3131

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STUDENT PUBLICATIONS

OUR PUBLISHING PROJECT

Our gifted-talented classes receive copies of the regular classroom students' stories and poems, type them on computers, and take them through the editing process to printing. When the work is printed, it is returned to the students.

Patty Johnson
3rd-6th grade teacher
Vallivue School
18408 Northside Boulevard
Nampa, Idaho 83687
PH: 466-6929

A CLASS BOOK

Our class writes a story together on the blackboard, and each student takes a paragraph or sentence to write and illustrate. These are glued on construction paper, laminated and put together in a book.

Sonia Gardner
4th grade teacher
Cambridge Elementary
Box 39, Highway 71
Cambridge, Idaho 83610
PH: 257-3312

FIRST GRADE MEMORIES

My students make books from their memories of the fun things we did, the things we learned and the new ideas we talked about during the school year. Each child illustrates his or her memories. The children also write one page about their favorite part of the first grade.

Paula Anderson
1st grade teacher
Pingree School
Box 39
Pingree, Idaho 83262
PH: 684-3075

SPACE CREATURE BOOKS

These books are made up of paper which has been divided into thirds for our space creatures' heads, body and legs. The pages can be flipped back and forth to create different combinations of creatures. The students draw, color and label the separate page sections, using consonants for the head and leg parts and vowels for the body sections. Next they write a story using at least five of the characters from their books, and then their creature creations are displayed in the school library.

Michael Becker
5th grade teacher
Amity Elementary
10000 West Amity Road
Boise, Idaho 83712
PH: 322-3800

A CLASS NEWSPAPER

Our class newspaper has become an effective device to combine several subjects. It is published monthly but involves daily and weekly class discussion and writing. I also include photos of various activities.

Dorothy Morris
1st grade teacher
Popplewell Elementary
200 North 6th
Buhl, Idaho 83316
PH: 543-8225

A CLASS MAGAZINE

My sixth graders have an opportunity to write their own magazine each spring. They include a feature story, picture story, editorials, advertisements and letters to the editor. The student chooses the subjects he or she will write about.

Carma Benitez
6th grade teacher
Edahow Elementary School
2020 Pocatello Creek Road
Pocatello, Idaho 83202
PH: 233-1844

IDAHO ABC BOOK

One of several big books written and illustrated by my class this year was the Idaho ABC Book. Each page had information about things one could see and enjoy in Idaho. Each child illustrated one or more of the pages.

Rebecca Pickett
1st grade teacher
Lincoln Elementary
3175 East Lincoln Road
Idaho Falls, Idaho 83401
PH: 525-4445

A CLASS PUBLISHING COMPANY

My fifth graders form and choose a name for our publishing company. Each student is appointed as an editor and art director for another student, the author. They then have the responsibility for helping each other produce a book. When all the books are completed and published, the students invite friends and relatives to an authors' party.

Helen Wood
5th grade teacher
McMillan Elementary
10901 McMillan, Route 4
Boise, Idaho 83704
PH: 375-3006

EACH CHILD AN AUTHOR

Each of my students writes and illustrates a book. We talk about the experiences that we would like to share with others, and the children write about them. The books are then sent to the "printers"--parent volunteers, who type them. They are then bound and each child illustrates his or her book. The authors read their books in small groups and then to the whole class.

Helen Crewse
1st grade teacher
Frontier Elementary School
11851 Musket Drive
Boise, Idaho 83704
PH: 375-2314

PUPIL PUBLICATIONS

Clothbound books "published" by students are a wonderful way to capitalize on individuality and self-motivation. Students create, write, proofread and read other authors their own age. In a class of 20 students, there are 20 levels of achievement and 20 creative individuals.

Mrs. Ernestine Stivison
2nd grade teacher
Madison Elementary School
2215 Madison Avenue
Boise, Idaho 83702
PH: 338-3484

BIG BOOKS

My class divides into groups to write and illustrate a big book. The books are shared out loud through story time. Parents type the books, and, when they books are finished, they are placed in the classroom library.

Cora Cummings
1st grade teacher
Hibbard Elementary School
2413 North 3000 West
Rexburg, Idaho 83440
PH: 359-3333

WRITING FOR PUBLICATION

My students write two or three times a week and have published several class books, which have been distributed throughout the community. The students learn a number of terms related to the publishing field and ways to express themselves in writing.

Marie Moore
Kindergarten Teacher
Linder Elementary
1825 Chateau Drive
Meridian, ID 83642
PH: 888-3715

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SCIENCE

PERSONALIZE YOUR SCIENCE FAIR

Any elementary school can put on a science fair to provide an exciting encounter with science and personal growth and recognition for every child. We start in January with a "Science Fair Action Team" of community leaders, parents, and teachers, notify all children and parents about the fair, and continually emphasize the importance of every child entrant.

Susan Coffland
5th grade teacher
Ross Elementary
610 North School Avenue
Kuna, Idaho 83634
PH: 922-1011

DISSECTING FROGS

When we dissect frogs all the students call each other "Doctor"; I am "Dr. B." We learn all about the frog's organs and bones, and at the end of the project we hang frog skeletons as mobiles. Some students in college still have their frog mobiles.

Keith Bradshaw
5th grade teacher
Challis Elementary
P.O. Box 304
Challis, Idaho 83226
PH: 879-4252

THEM BONES, THEM BONES

I have the students locate and clean a bird or animal skeleton--rodents, birds, calves, even horses. These are wired and hung from the ceiling or displayed on a table.

Donna Furtado
5th grade teacher
Richfield Elementary
P.O. Box E
Richfield, Idaho 83349
PH: 487-2790

WE LOVE SCIENCE DAY

This program involves creating a committee of parent and grandparent volunteers who set up a series of short, interesting science experiments at school and help children understand how the experiments work. On "We Love Science Day," the children were divided into groups and moved from station to station, experimenting, discussing ideas and drawing conclusions. At many stations, the children were able to take something home with them and carried a grocery bag for their science "treasures." Each child took home a packet containing an explanatory parent letter and outlines of the experience.

Elaine Bengston
2nd-3rd grade teacher
Linden Park Elementary
1305 9th St.
Idaho Falls, Idaho 83404
PH: 525-7642

HANDS-ON ZOOLOGY/ILLUSTRATING HUMAN SYSTEMS

Our unit on zoology requires students to make diagrams, collect insects, view fish tails under the microscope, and undertake many other activities that bring science to life. Our unit on the human body includes using available materials (such as plastic pop bottles for lungs) to illustrate the body's systems.

Whitney Kawamoto, Marlene Boettcher & Theresa Armenta
5th grade teachers
Mountain View Elementary
333 West 27th
Burley, Idaho 83318
PH: 678-6608

ASTROMONY/YOUNG ASTRONAUTS

I contacted the NASA Young Astronauts Program and received a wealth of information and projects appropriate to my students' age levels. A field trip to the planetarium at a nearby college provided additional information, and we had a special "launch day" at school, inviting other students to observe our rocket launches.

Theda Torgerson
5th grade and Chapter 1 teacher
Groveland Elementary School
165 North 370 West
Blackfoot, ID 83221
PH: 785-8829

TRASH FOR TREES

This project raised money to purchase tree seedlings. We collect paper, cans and bottles to sell to the local recycler and order our seedlings from the University of Idaho Tree Nursery. This project ties into several parts of the curriculum, including science and math. Perhaps the most important part is instilling a sense of responsibility and stewardship for our home, Earth.

Barbary Smith
3rd grade teacher
Adams Elementary
1110 N. First E.
Rexburg, Idaho 83440
PH: 359-3335

PINHOLE PHOTOGRAPHY

With "Pinhole Photography in the Classroom," my students and I brought pieces of the real world in and let learning stem from these images. The students convert film canisters and cereal boxes into pinhole cameras and convert the clasroom into a darkroom where students actually developed their own negatives and printed their own photographs.

Susan Clark
4th grade teacher
Hawthorne Elementary
1520 South Boulevard
Idaho Falls, Idaho 83402
PH: 525-7636

PHYSICS AND INVENTIONS

My students identified, learned the history of and built each of the six simple machines. They then combined two or more of the machines into their own invention. They talked with real inventors and presented their inventions to community groups, parents and regular classrooms.

Sheila Robertson
K-6th grade teacher
Boise Schools Gifted and Talented Education Program
2002 North 23rd Street
Boise, Idaho 83702
PH: 343-4427

ONE POTATO, TWO POTATO

When studying a unit on plants, I place a sweet potato in a large glass jar filled with water. I insert toothpicks around it so that half of the potato is in water. Roots will grow in the water, followed by stems and leaves on top. The children can see what a root is and watch the growth occur.

Virginia Bowes
Kindergarten teacher
NNC Kindergarten/Roosevelt
Box 281
Nampa, Idaho 83651
PH: 465-2742

VOLCANOES AND DINOSAURS/ANIMAL ORGANS

I top off the science lesson on volcanoes and dinosaurs by making minature volcanoes, setting them off and watching the eruptions. A favorite unit each year is using animal organs to illustrate human organs. The students are fascinated by seeing actual hearts, brains, kindeys, lungs, joints, muscles, tendons, etc.

Anne Seifert
2nd grade teacher
Sunnyside Elementary
165 Cobblestone
Idaho Falls, Idaho 83404
PH: 524-7880

BB GUN SAFETY

After our BB gun safety lecture, we allow the students to handle a bb gun according to safety rules. The ending activity is a target shooting contest.

Terry Parish
4th grade teacher
Glenns Ferry Elementary
Glenns Ferry, Idaho 83623
PH: 366-7435

BIRDS OF PREY STUDY

I use Bureau of Land Management posters and booklets to help students learn to identify birds of prey. I also have a collection of photographs and a video tape for this purpose. To culminate this unit, we go to the World Center for Birds of Prey to see the real thing.

William Erickson
6th grade teacher
Lowell Elementary
1507 N. 28th St.
Boise, Idaho 83703
PH: 338-3478

STUDYING EARTH'S LAND FORMS

We created our own volcanos out of clay and made them explode using vinegar and soda. We used a balloon in a clear container of dirt to simulate an earthquake, and made our own land form out of dough, creating swamps, deserts, beaches, mountains, etc. Every child participated in all stages of this project.

Jani Gatter
2nd grade teacher
Greenhurst Elementary
1701 Discovery Pl.
Nampa, Idaho 83651
PH: 465-2740

MODEL ROCKETS

In teaching about flight aerodynamics and space, I have each child make a model rocket. The students learn about lift, drag, center of gravity, etc. The culmination of this project is the launching of the reusable rocket.

Dianne Morris
6th grade teacher
Central Elementary
311 N. Lincoln
Jerome, Idaho 83338
PH: 324-3396

WOOD CAR RALLY

My students worked with partners on our simulation computer program to decide what combination of variables produced the longest-distance race car. They needed to work with concepts such as shape, weight, lubrication, length of ramp and angle of ramp. Then they designed and built actual cars and raced them down a slide in a double elimination tournament.

Pam Danielson
6th grade teacher
Orofino Elementary
P.O. Box 2507
Orofino, Idaho 83544
PH: 476-4212

HANDS ON WITH ANIMALS AND PLANTS

This is a "hands on" study of science. The children work in centers that include activities with plants, insects, worms, frogs and turtles. They collect and examine live plants and animals. This unit is used by all our second grade teachers.

Beverly Andersen
2nd grade teacher
Ellis Elementary
11888 N. Whitaker
Pocatello, Idaho 83202
PH: 237-4742

ENVIRO-MOMENT

The purpose of this weekly activity is to help children become better caretakers of our world. We talk about the world close to home and gradually work our way to broader environments such as rain forests and oceans. A favorite project is to bury garbage in glass jars and see what happens to it. This is a good way to teach about the need to recycle.

Janice Wesenberg
1st grade teacher
Hillcrest Elementary
1045 Bennett
American Falls, Idaho 83211
PH: 226-2391

STUDENT LAB BOOKS

I collect groups of hands-on experiments for each science unit and put them in a lab book. My students feel more "grown up" using these--just like in high school. They are divided into groups of "scientists" to predict results, perform experiments and collect data. They are always excited when it's time to take out their lab books.

Sandra Calkins
4th grade teacher
Richfield Elementary
870 N. 1250 E.
Richfield, Idaho 83349
PH: 487-3212

MAKE YOUR OWN LANDFILL

I have the students construct model landfills using glass jars, potting soil, water and small items of trash. They moisten the soil and keep track of what happens to the trash in their miniature landfills.

Judy Harold
2nd grade teacher
Washington Elementary
226 S. 10th
Pocatello, Idaho 83201
PH:232-2976

TEACHING ABOUT HABITAT

Each student makes a model of a habitat of their choice and learns about the various types of habitats and the animals that live in them.

Marilyn Taylor
3rd grade teacher
Osgood Elementary
3491 West 81st North
Idaho Falls, Idaho 83402
PH: 525-7654

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PHYSICAL EDUCATION/HEALTH

PERSONAL SAFETY

This program helps to prevent child sexual abuse by helping students identify nurturing as opposed to confusing and exploitive kinds of touching, and it encourages them to trust their reactions in determining what is an inappropriate touch. It teaches them how to say "no" and where to go for help.

Terrie Reed
4th grade teacher
Ponderosa Elementary
2800 Ponderosa Blvd.
Post Falls, Idaho 83854
PH: 773-1508

NUTRITIOUS SHOPPING

After saving several weeks' worth of grocery advertisements, I divide my students into groups and ask them to "shop" for a meal using the ads. The meal has to include the four basic food groups and be enough to feed our whole class. This project also involves estimating the amounts needed and unit measuring.

Norma Ritchie
5th Grade Teacher
Frontier Elementary School
11851 Musket Drive
Boise, Idaho 83704
PH: 375-2314

NAME-THE-FOOD-GAME

Each child is assigned to bring a different ready-to-eat raw vegetable or fruit to class. The child describes the food by size, shape, color, smell taste, etc., and others try to guess it. This game can be used after classes have studied their food groups.

Cora Walker
Kindergarten teacher
Midvale Elementary
School and Bridge Rd.
Midvale, Idaho 83645
PH: 355-2234

LEARNING FROM THE BIG KIDS

The high school health class comes to the elementary school to teach the younger children about the dangers of alcohol, drugs and smoking. This approach has helped both the younger and older students to be able to talk about this subject and be better informed.

Helen Powers
K-5th grade teacher
Fruitland Elementary
27027 Pioneer Rd.
Parma, Idaho 83660
PH: 722-5489

NUTRITIONAL COOKBOOKS

We made our own cookbooks for Christmas presents as part of our nutrition unit. Students were assigned to bring in five different recipes and were evaluated on their nutritional value and on the number of food groups represented.

Katholyn Howell
5th grade teacher
Hazel T. Stuart Elementary
475 W. Center
Shelly, Idaho 83274
PH: 357-5580

BREAD IN A BAG

This program, developed by the Idaho Wheat Commission, helps students learn all about baking bread. Each student bakes his or her own regular size braided loaf as a culminating activity.

Marla Egbert
4th Grade Teacher
Hillcrest Elementary
1045 Bennett
American Falls, Idaho 83211
PH: 226-2391

LIFETIME SKILLS FOR LIFETIME SPORTS

I try to make sure that physical education activities are 90 percent activity--with no children having to stand around waiting for a turn. I vary the program, and I don't punish children by having them run or exercise. Parents are involved in fun runs and walks, ski nights, Health Fairs, etc., and I send a monthly letter home about wellness.

Diane Sanders
K-5th grade teacher
Lake Hazel Elementary
11711 Lake Hazel Rd.
Boise, Idaho 83709
PH: 362-3008

JUMP ROPE FOR HEART

This program encourages children to jump rope until they build up a reasonable cardio-respiratory fitness. We end this unit with a Jump-a-Thon, which takes two hours. Special certificates are given out for additional training work.

JoAnn Harvey
K-5th grade teacher
Dalton-Hayden Elementary
N. Government Way
Hayden Lake, Idaho 83835
PH: 772-3851

TRACK AND FIELD MEET

At the end of the year, we had a track meet, which included Indian wrestling, frog head stand, hula hoops, jump rope, etc. All the children won awards.

Chris Hobbs
1st grade teacher
Dean Goodsell Elementary
Shelley, Idaho 83274
PH: 357-7688

CONTINUOUS MOVEMENT

I have devised continuous movement activities so that when they come in the door, they begin working out. These activities include street dancing, obstacle courses, work stations, indoor soccer, jump rope teams, etc.

Chris Wellman
K-5th grade teacher
3 Schools in District 391
E. 23125 Hwy #3
Cataldo, Idaho 83810
PH: 682-3914

PE NEWSLETTER

I have created a newsletter to keep parents informed about what is happening in their child's PE class. As a specialist it can be hard for me to convey information to parents because I have no contact with them as a regular classroom teacher does.

Nanci Giovi Toy
K-6th grade teacher
White Pine Elementary
401 E. Linden
Boise, Idaho 83706
PH: 245-7573

P.E. ASSESSMENT DAY

We have assessment days twice a year--in the fall and spring. Parent volunteers record students' scores on each event, and we keep track of these so our program can help them improve for the spring assessment.

Karen Wells
3rd grade teacher
Riverside Elementary
109 N. 755 W.
Blackfoot, Idaho 83221
PH: 684-4100

P.E. PROGRESS REPORT

We have developed a progress report so parents can better understand what is accomplished in elementary P.E. and how their child is progressing.

Paul Cox
K-6th grade teacher
Franklin and Madson Elementary
5007 Franklin
Boise, Idaho 83705
PH: 338-3440

LIFETIME RECREATION AND LIFETIME SPORTS

I have developed these two programs for kindergarten through fifth graders. Lifetime Recreation is set up so students can participate during their recess times. Students participate in such activities as the Walk'n' Jog Club, Basketball Ladder Shoot, Jacks Challenge Ladder and a number of others. Students receive recognition for their skills in these games. The Lifetime Sports program educates children on the need to develop an individual activity for lifetime fitness. It proves a way for children to explore a new sport and to discover the recreational facilities available in the area.

Ann Pardew-Peck
K-5th grade teacher
Joplin Elementary
Physical Education Specialist
12081 W. DeMeyer
Boise, ID 83704
PH: 939-1412

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HISTORY AND SOCIAL STUDIES

IDAHO HISTORY PLAY

As a culminating activity for Idaho History each year, the fourth graders at Challis Elementary perform an Idaho history play for the school and the public. The play includes poems and songs as well as scenes from Idaho's past.

Jan Odum and Sharon Moore
Fourth grade teachers
Challis Elementary
P. O. Box 304
Challis, Idaho 83226
PH: 879-2439

MINING THE OLD WAY

While teaching about mining in Idaho History, I put split shot in a five gallon bucket full of dirt and have the students gold pan with pie pans. I also built a mini sluice-box, and we retrieve split shot the way the old time miners did.

Steve Frank
Fourth grade teacher
Spirit Lake Elementary
Star Route, Box 1
Spirit Lake, Idaho 83869
PH: 623-4460

DRAMATIC HISTORY

My students write plays depicting a certain historical time period, designing sets and costumes to represent the period. One group writes a narrative, and the parents are then invited to see the performance of history.

Elsie Hollenbeck
5th and 6th grade teacher
Valleyview School District 101
Route 1 Box 340-Z
Bonners Ferry, Idaho 83805
PH: 267-2485

DISCOVERING WORLD CULTURES

My students spend approximately three months researching "their" country and then make oral and written presentations about it. Then they organize an international fair for the entire student body. This international project has been extremely successful.

Margaret Van Orden
6th grade teacher
Snake River Middle School
1060 West 110 South
Blackfoot, Idaho 83221
PH: 684-5171

GEOGRAPHIC "SMARTIES"

In my geography lessons, when I ask questions and a child knows the answer, I give him or her a small package of "Smarties." I call these "Geographic Smarties." We also have a program called "Fun Fridays." The students work hard to have this special day. In the morning, I allow them to read books of their choice.

Marvel Hadley
3rd-4th grade teacher
Dietrich Elementary
Box 428
Dietrich, Idaho 83324
PH: 544-2158

A COLONIAL FAIR

We have a fair as part of our unit on colonial America, with stations on dipped candles, knot-tying, cornbread-baking, etc. The children have a good time and tend to remember this experience more than what was studied in the textbook!

Sharon Case
5th grade teacher
Shilling Elementary School
50 South Shilling Avenue
Blackfoot, Idaho 83221
PH: 785-8838

TABLE LABELS

I label each table group of students as kinds of clouds, mountain ranges, oceans, planets, etc. and dismiss the students by their table group name. They quickly learn the names of various rivers, planets, or whatever is the area of study.

Gail Cochran
2nd grade teacher
West Park Elementary
510 West Home Street
Moscow, Idaho 83843
PH: 882-2714

3-D MAPS

We make three dimensional maps of the blocks where they live, using Monopoly houses, sugar cubes, blocks of woods, etc. The maps include street signs and anything else of significance. When we are finished, we invite guests to come in and see them, and the students explain what they are about.

Julia Snelders
3rd grade teacher
Hooper Avenue Intermediate
95 East Hooper Avenue
Soda Springs, Idaho 83276
PH: 547-3313

STATE OF THE STATES

My fifth graders research and report on individual states, gathering a great deal of information from various sources. They do an outline, a rough draft and a final report. They include visual arts with the reports, such as mobiles, maps, graphs, travel posters and diagrams.

Judy McConnel
5th grade teacher
Brick Elementary
498 West Idaho Boulevard
Emmett, Idaho 83617
PH: 365-2519

MAPPING THE WORLD

In the sixth grade, my students learn the outlines of continents and countries using a sheet of acetate and a grease pencil. Using a labeled and unlabeled map, they put the acetate over the unlabeled one to see how many boundaries they could fill in. Some students learned countries and capitals before we moved on to study a new continent. At the end of the school year, the students make an outline map of the world and all but two were able to correctly label more than 100 countries.

Bonnie Seegmiller
6th grade teacher
Roberts Middle School
653 North 2858 East
Roberts, Idaho 83444
PH: 228-3577

A GLOBAL CURRICULUM

Our students study specific countries and are responsible to teach other grade levels and parents what they have learned. We hold a Global Fair in the spring. We bring in visitors from other countries and have adopted and supported another child from the Philippines.

Kay Hall & Alice Page
5th grade teachers
Seltice Elementary School
Box 40
Post Falls, Idaho 83854
PH: 773-1681

STUDENT TRAVEL AGENTS

We became travel agents to study South America. Many students made videos to convince their classmates to "buy" a plane ticket to a particular South American country.

Maggy Kim
6th grade teacher
Hillcrest Elementary School
2045 South Pond Street
Boise, Idaho 83705
PH: 338-3457

MAP STUDIES AND BURIED TREASURE

During our map study in Social Studies, we write stories about buried treasure, make treasure maps and search for the buried treasure I hide. We make salt flour relief maps of the United States, using different colors, a color key and compass.

Virginia Berg
Fifth Grade Teacher
Dora Erickson
860 Cleveland
Idaho Falls, Idaho 83401
PH: 525-7612

A STUDY OF MEXICO

We study Mexico's history though group reports and such projects as timelines, enactments of historic events, posters, Mexican songs and dance, pinatas, paintings and costumes. This project culminates in a fiesta at which we perform our music, dance and plays in Spanish.

Paula Brown
Sixth Grade Teacher
Central Elementary
311 North Lincoln
Jerome, Idaho 83338
PH: 324-3396

QUILT MAKING AND IDAHO HISTORY

My students each did a block for our Idaho history quilt, depicting something in our study of Idaho's history. We performed a program about Idaho history and drew one student's name from a hat--he won the quilt. We also have done Centennial cross-stitch Christmas ornaments for our class Christmas tree.

Janice Christiansen
4th grade teacher
Parker-Egin Elementary
Route 2
St. Anthony, Idaho 83445
PH: 624-7472

IDAHO HISTORY, WILDLIFE, SONG AND DANCE

Our students learn Idaho history through map-making, wildlife study, music, drama and dance. The culmination of this study is our annual Idaho program. The students perform in a number of presentations, and the entire 4th grade learns sign language to the state song. Scrapbooks and a number of other projects are on display. At the end of the year, we take the children to the Teton Dam site, Teton Flood Museum and the Natural History Museum at ISU.

Diane McMullin & Normal Walker
4th grade teachers
Temple View Elementary
1500 Scorpius
Idaho Falls, Idaho 83402
PH: 525-7660

A MULTI-CULTURAL FAIR

We complete our social studies unit with a Cultural Fair. Students become experts on a country we have studied, and on this day they dress in that country's tradtional clothes and present an exhibit. We also perform a play about the countries we have studied.

Judy Bare
Sixth Grade Teacher
Linden Park Elementary
1305 9th St.
Idaho Falls, Idaho 83404
PH: 525-7642

INTERVIEWS WITH FAMOUS HISTORICAL FIGURES

I assign my students the task of interviewing famous people from history and literature. The children then decide what character they want to be, research the character and design their own costumes and set. The children also do the interviews. These are videotaped and the whole class views the video.

Cathy Lundin
5th grade teacher
Central Intermediate School
311 North Lincoln Street
Jerome, Idaho 83338
PH: 324-3396

A TRIP TO GREAT BRITAIN

To begin a study of England, my students apply for passports, make maps of the world, Europe and England, make a British flag, prepare British foods and make their own set of British money for spending. They also write to a class in an English school. On our simulated round-trip flight, they watch a movie whose characters have British accents. This project leaves my students watching the papers for news of England.

Dorothy Anderson
5th grade teacher
Troy Elementary
Box 280
Troy, Idaho 83871-0280
PH: 835-4261

THE DAY OF THE RUN

This activity is a reconstruction of the land rush of 1902 when lands on the Fort Hall Indian Reservation were opened for settlement. Students drew random numbers that placed them in teams of two; the teams drew again to see if they would be homesteaders, sooners or recorders in the land office. The playground was our settlement lands, and teams had to record the legal description of their section, file it with recorders and make sure everything was in order before the recorders would stamp their official seal on the paper. The students understood in a more real way the struggles and hardships our pioneers experienced.

Jill Gunter
5th grade teacher
Mountain View Elementary
P.O. Box 67
McCammon, Idaho 83250
PH: 254-3223

PHOTO JOURNALISM AND SOCIAL STUDIES

Our students took Polaroid photos of people, places of interest and community leaders in American Falls, wrote journals about their visits, and reviewed and discussed their work.

Penny Roth, Christine Byington, Ellie Glascock, Pat Murphy, Kathie Strand and Sonya Greene
2nd grade teachers
Hillcrest Elementary School
1045 Bennett Street
American Falls, Idaho 83211
PH: 226-2391

DISCOVER THE WORLD IN YOUR CLOSET/CANDY BAR

This activity is just one of many geography-related projects my students do. They list all the clothing items in their closets, find out where each was made, and locate the places on a map where these items originate. Another activity was to find where in the world all the ingredients found in chocolate candy bars came from.

Nan Pelletier
2nd grade teacher
Jackson Elementary School
334 South Cole Road
Boise, Idaho 83709
PH: 322-3808

WE THE PEOPLE

I have written a musical called "We the People" to culminate our study of U.S. history. The text is in poetry, and the play begins with explorers coming out of a six-foot-tall textbook. It ends with the idea that keeping our freedom is the responsibility of the students themselves.

Janeen Daly
5th grade teacher
Jackson Elementary School
334 South Cole Road
Boise, Idaho 83709
PH: 322-3808

IN TI NIP NISA

This phrase means "I remember" in Nez Perce and is the title of the oral history interviews my students have compiled into books. Copies of these books are on display at the Folklore division of the Smithsonian.

Barbara Bowen
5th grade teacher
Lapwai Elementary
Agency Loop, West
Lapwai, Idaho 83540
PH: 843-2952

PRESIDENTIAL STUDY

Each of my fifth graders chooses a President to study and is given a folder containing a picture and information on "his or her" President. Our reading skills teacher helps the children do an official portrait of their presidents. We create our own school National Portrait Gallery, displaying each president in chronological order in the school hallway. The children continue their research and interview adults about the presidents they remember. Each child designs a costume and prepares a "State of the Presidency" speech to tell about their President in the first person. Complete with background music of "Hail to the Chief," these presentations are made to the entire school and parents.

Margaret Duncan
6th grade teacher
McGhee Elementary
636 Warner Avenue
Lewiston, Idaho 83501
PH: 743-5991

A CLASS CONSTITUTION

We made a class constitution modeled after the U.S. Constitution. It included a preamble, rights and duties of the students and rights and duties of the teacher. We made a final copy that was signed by all the class members.

Linda McCarthy
5th grade teacher
Whittier School
301 North 29th Street
Boise, Idaho 83702
PH: 338-3520

HANDS-ON HISTORY

This year, in order to learn about Indian culture and language, we took deer and elk hides donated by area hunters and tanned the hides so each child could make a large map of the United States. The children painted the maps, which told the story of Indian tribes, customs and cultures. They included major rivers, mountains and Indian trails, as well as the names of major explorers.

Peggy Exon
5th grade teacher
Bliss Elementary
Box 99
Fairfield, Idaho 83327
PH: 764-2497

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FINE ART AND MUSIC

HANDS-ON POTTERY

I took my class on a field trip to look for clay to make pottery. We sifted it, added water and let it ripen. We created pots, figures and wind chimes and fired the pottery in a kiln. In connection with this activity, I showed slides of pottery from around the world, and students were able to call on those images when they made their creations.

Amy C. Pancheri
6th grade teacher
2500 Higbee
Idaho Falls, Idaho 83401
PH: 523-5378

OCTOBER IS A COLOR WHEEL

Towards the end of a day, we will dribble the primary colors on some wet newsprint, and by the morning some of the colors have run together, forming the secondary colors. Using a paper plate we make the color wheel.

Janice Fitzgerald
4th grade teacher
Hazel T. Stuart Elementary
475 W. Center
Shelley, Idaho 83274
PH: 357-8850

WE SING OF IDAHO

Our fourth graders put on a musical play entitled "We Sing of Idaho." The students changed the lyrics of familiar songs to sing about their state. The result was 14 songs and seven choral readings between those songs, a forty-minute musical.

Margaret Strong and Janice Johnson
4th grade teachers
J. Russell Elementary School
119 N. Adams Street
Moscow, Idaho 83843
PH: 882-2715

STUDENT ARTIST OF THE WEEK, MONTH AND YEAR

Prizes for this contest are provided by the local Lion's Club. I also use field trips, guest artists, slides, film strips, posters and textbooks in my teaching.

Stanley A. Cope
1st through 8th Art Education Teacher
William Thomas Middle School
355 Bannock Avenue
Pocatello, ID 83201
PH: 226-5203

RECYCLED NYLONS

This art project requires cardboard, old nylons, plaster of paris and construction paper. I usually do this project at Halloween.

James H. Farley
6th grade teacher
Lindy Ross Elementary
Box 237
Dubois, Idaho 83243
PH: 374-5500

CRAYON ART

I teach many crayon art techniques with old, peeled and broken crayons and with jumbo fluorescent crayons. I also teach tempera paint techniques, mixing my own paints.

Evelin S. Gisin
Kindergarten Teacher
A. W. Johnson Elementary
Firth, Idaho 83236
PH: 346-4239

ARTS BLOCK

In our Arts Block Program, students choose between band and strings, choir, creative writing and creative expression, all offered at the same time. The program will expand to other areas next year.

Leo D. Eaton
5th grade teacher
Hawthorne Elementary
1520 South Boulevard Avenue
Idaho Falls, ID 83402
PH: 525-7636

JAPAN THROUGH THE ARTS

To advertise our studies of Japan, I hung kimonos on a clothesline in my classroom, wore a kimono, developed bulletin board showcases of Japanese crafts and clothing, and attached a large picture of Japan to the classroom door. Parents sent kimonos, dolls, dishes, chopsticks, food, placemats, vases and artwork. We saw slide presentations of Japanese landscaping, homes, food, architecture, crafts, traditional costumes and commercial design. The children were eager to produce their own interpretations of the culture using paints, pastels, crayons and pencils.

Marilee Donivan
2nd grade teacher
McCall-Donnelly Elementary
401 Mission Street, Box 967
McCall, ID 83638
PH: 634-2219

KEYBOARDS AND COMPUTERS

I use keyboard/computer integration in music classes to provide for a creative expression through song.

Cora Sower
K-6th Grade Music Teacher/Music Specialist
Franklin Elementary
5007 Franklin Road
Boise, Idaho 83705
PH: 338-3440

RHYTHM ACTIVITIES

I use rhythm to help children focus and maintain their attention. I tap patterns using chopsticks, and the children follow the pattern. I also use lummi sticks. We begin with simple patterns and end with the Maori Haka, a difficult dance. Every other year the first and second grades at our school put on an operetta. Many people from the community help us teach dances, build stage decorations, and handle actual staging of the production.

JoAnn Richards
2nd grade teacher
Ashton Elementary
108 South 1st
Aston, Idaho 83420
PH: 652-7601

RHYTHM CARDS

This method expands listening and analyzing skills and helps students to understand note values. I provide teams of students with packets of cards displaying music symbols. The teacher sounds out a four beat patterns and the team members work together to display the correct rhythm.

Ann Simmons
K-5th grade music teacher
Gibbons Elementary
906 Main Street
Gooding, Idaho 83330
PH: 934-4941

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SPECIAL EVENTS

CRATERS OF THE MOON

For two years, I have planned and executed a highly successful field trip to Craters of the Moon. This event makes the study of history, geography and science come alive.

Harriet Badesheim
5th grade teacher
Jackson Elementary
334 South Cole Road
Boise, Idaho 83709
PH: 322-3460

MEDIEVAL FEAST

This evening completely transforms the classroom into a castle. The students invite family and friends for a feast of fruits, breads, turkey, etc., and the guests enjoy a delightful candlelight meal while the students perform Medieval songs, poems, and music.

Pam Starry
6th grade teacher
Whitney School
H.C. 33, Box 1904
Boise, Idaho 83706
PH: 385-9216

INDIAN CRAFT FAIR

Each year after our study of Indians we hold an Indian Craft Fair where students display their weavings, potery, musical instruments, teepees, canoes, etc. We have an Indian Pow Wow, learn dances and make Pilgrim stew.

Rosemary Christensen
Kindergarten teacher
Adams Elementary
110 N. 2nd East
Rexburg, Idaho 83440
PH: 359-3335

CATALDO FIELD TRIP

We took our fourth graders to the Cataldo Mission this spring as a culminating activity for Idaho history study. It was a wonderful experience, not only for the students but for the parent helpers as well.

Dottie Gray
4th grade teacher
Valley View Elementary School
Rt. 1., Box 340-Z
Bonners Ferry, Idaho 83805
PH: 267-5519

RENDEZVOUS

For seven years the fourth grade teachers at Eagle Elementary have brought the past to life through Rendezvous. This project has grown to include all of the Meridian School District's fourth graders and students from several private schools. Over 1300 student join together to feel and see what early day settlers, trappers, and Indians experienced in their Basque, Chinese and Hispanic cultures and to participate in a number of activities.

Caryl Humphries, Dean Brigham & Lynn Mapp
4th grade teachers
Eagle Elementary
475 North Eagle Road
Eagle, Idaho 83616
PH: 939-1405

SPRING FESTIVAL

This event is based upon the medieval village festival, with a number of activities for all students--Indian Wars, tug of war, meat for the pot, hit the target, foot races, circle the wagons, Maypole dance, etc. Awards were designed and made for each event. This festival gave everyone who participated a feeling of belonging and a glow of success.

Janet S. Klaudt
3rd grade teacher
Lincoln Elementary
1200 Grant St.
Caldwell, Idaho 83605
PH: 455-3221

RENAISSANCE FAIR

My arts and crafts projects are developed throughout the year in connection with our social studies unit about the Renaissance period. We make banners, and each group of eight students has a booth to sell their wares. Children dress the part and live the parts of kings, queens, jesters, peasants, etc.

Barbara Joan Howell
Greenacres Elementary
Oak and Hyde
Pocatello, Idaho 83202
PH: 233-2575

KUNA DAYS

We study the development of Kuna from 1900 to 1925 and then have "Kuna Days" on the playground. Stations are manned by parent volunteers, and students take turn churning butter, making ice cream and taking hay rides. They watch and listen to demonstrations of spinning, horse shoeing, quilting, and story telling.

Barbra Young
3rd grade teacher
Indian Creek Elementary
4528 Dye Lane
Kuna, Idaho 83634
PH: 466-3857

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MULTIDISCIPLINARY TECHNIQUES

ADDITIONAL KINDERGARTEN INSTRUCTION

We have established an additional kindergarten to supplement regular kindergarten sessions and to give special attention to students who are experiencing areas of delay. This extra program resulted in all students' making significant gains and being prepared to enter first grade.

Tracy Sweet, Shirly Udy, Gwen Dress, Maggie Stalnaker
Kindergarten and Special Education Teachers
Hillcrest Elementary School
1045 Bennett Ave.
American Falls, Idaho 83211
PH: 226-2391

THEME TEACHING

I have tried to do more theme teaching involving all subjects. I have lots of center activities reinforcing concepts being taught, and I use lots of art to teach subject matter.

Joyce D. Montrose
1st grade teacher
East Elementary
775 N 10 E
Mountain Home, ID 83647
PH: 587-2575

USE OF OVERHEAD

The overhead projector is very effective when teaching measurements, time, fractions and a variety of shapes and diagrams. Use a clear ruler and protracter to demonstrate.

Barbara Quigley
3rd and 6th grade teacher
Ammon Elementary
2905 Western
Idaho Falls, Idaho 83406
PH: 522-3919

STUDY GROUPS

Once a week, my students are assigned to study groups and given a set of trivia questions emphasizing a particular source of information. The students spend 30 minutes in the library to locate the sources and answer as many questions as possible. The winning team members receive a candy snack.

Helen Kleffner
5th grade teacher
Lewis and Clark Elementary
226 S. Lincoln St.
Pocatello, Idaho 83201
PH: 232-5346

LEGOS LESSONS

My students work with Legos to practice group work, communication skills (the words "horizontal," "vertical," etc. come in handy in a special exercise in which one student is blindfolded). They also designed a self-propelled Lego device that must travel at least two feet and burst a balloon.

Bob Knoespel
5th-8th gifted and talented
Blackfoot District #55
270 E. Bridge
Blackfoot, Idaho 83221
PH: 785-8800

BUILDING-WIDE METHODOLOGY

Greenacres Elementary school has developed a philosophy and teaching methodology to address the unique learning styles of all its students, from self-contained autistic students to gifted and talented above-average students. We have realigned teaching responsibilities of the specialists so they may work in collaboration with classroom teachers. Instruction in reading, math and appropriate social skills instruction is provided in class in small heterogeneous groups utilizing the classroom teacher, specialist and reading aides.

Eileen O'Shea, Betty Tippets and Gretchen Grace
2nd grade/Resource Room/Special Education teachers
Greenacres Elementary School
1250 Oak St.
Pocatello, Idaho 83201
PH: 233-2575

MONSTER MOUTH

I have decorated a large box as a monster. The monster's mouth has an opening, and each morning a review math problem and a sentence to be diagrammed is on the chalkboard. Each student does the task on colored construction paper and drops his/her paper into the monster's mouth.

Pamela Ankrum
5th grade teacher
Star Elementary School
Star, Idaho 83669
PH: 286-7211

CURRICULUM-BASED ASSESSMENTS

We have developed curriculum-based assessments (CBA's) to track the weekly progress of all students using the resource room. Using data from CBA's, an individual progress chart is prepared for each student and is available for use when meeting with parents.

Mary E. Jensen
K-6th Resource Room Teacher
Emerson Elementary School
355 Fifth St.
Idaho Falls, Idaho 83301
PH: 525-7624

THE 'ACADEMIC OLYMPICS'

For the past eight years, second graders at Heyburn Elementary have participated in an Academic Olympics. They are tested on reading the 100 of the most common English words and spelling 50 of them. They also take a test on fifty addition and subtraction facts. The Olympics is very well publicized; it involves parent volunteers and includes a special medal awards ceremony. The children all look forward to this very important event.

Charlotte Applegate and Pat Lupo
2nd grade teacher
Heyburn Elementary
1405 Main
Saint Maries, Idaho 83861
PH: 245-2025

CREATIVE USE OF COMPUTERS

I have written several original computer programs to assist and enhance my teaching. These include a spelling bee, a chess player rating system, a reading contract system, an accelerated math test similator and many others.

Warren Ceglecki
6th grade teacher
Maple Grove Elementary
2800 South Maple Grove
Boise, Idaho 83709
PH: 322-3815

THE TECH ROOM

The Technology Education Center at Hemingway Elementary School provides a hands-on, minds-on multi-disciplinary environment where students of all ages and abilities can apply critical thinking skills, knowledge and the tools of technology to solve real world practical problems. It includes a wide array of sophisticated technological tools, which children can use in all kinds of experiments and information gathering.

Terry Thode
K-6th grade teacher
Hemingway Elementary School
Box 298
Ketchum, Idaho 83340
PH: 788-4958

THE SPICE PROGRAM

The Summer Program for Inclusive Child Enrichment includes a variety of courses for gifted learners, ranging from creative writing to foreign languages to medieval history. This program has been very successful and attracted 300 students last year.

M. Jewell Hoopes
K-8th gifted and talented teacher
Bonneville School District #93
629 Mark Ave.
Idaho Falls, Idaho 83401
PH: 524-0171

CHALLENGES

Our Challenge Program is effective with students who are often "turned off" by regular classroom procedures. We try to work in small groups and provide "hands-on" activities with lots of interaction and interesting topics. Favorite topics have been art, drama, magnetism & electricity, economics, LOGO computer work, Lego techniques, VCR productions, research and other science projects.

Joan Sharp
2nd -5th grade, gifted and talented teacher
Ridgewood Elementary
7075 South Five Mile Road
Boise, Idaho 83709
PH: 362-3718

LEARNING CENTER ROUND ROBIN

In my classroom, I have set up between 30 and 45 learning centers at all times. I replace one every four to six weeks. During a segment of our day, we begin a round robin adventure. I work with one third of my class, one third works at centers, and one third works at their desks. I have developed a system for small group discussion of what each student learned at the centers visited.

Kathy Doner
1st grade teacher
Jackson School
334 S. Cole Road
Boise, Idaho 83709
PH: 322-3808

MAILBOX LESSONS

Each child goes to his or her mailbox for an individualized portfolio. The materials selected are in accordance with his or her test results, including item analysis charts and needs. My assistant and I work individually with each student.Before the period is over, all work is corrected, redone and rewards are given, regardless!

Alice Morast
1st-3rd grade teacher
Kinghorn Elementary
219 North 1st West
Rigby, Idaho 83442
PH: 745-6692

MIND MAKERS

I have a "Mind Making" board with a variety of activities that the students do when they are finished with their assigned tasks. These might be "if A=1¢ and Z=26¢, what is the value of your name?" They can relate to a number of subject areas. Elna D. Hollist

4th grade teacher
Falls Valley Elementary
2455 Virlow
Idaho Falls, Idaho 83401
PH: 525-4455

COMMUNITY HELPERS

In our community, the children can visit and see the environments in which various people work. This activity can relate to a number of topic areas--a visit to the Dentist's office when we study health, a visit to the local nursery when we study plants, a visit to a farm when we study animals, etc.

Janet Peterson
Kindergarten teacher
A.J. Winters School
535 Clay Street
Montpelier, Idaho 83254
PH: 847-0477

TRIVIAL PURSUIT

I have developed a specialized version of this game to help my students study language, math, social studies, science, and spelling. I use recipe-type cards and a specially-developed game board. I know that the children have been taught the questions being asked.

Elizabeth Roberts
2nd grade teacher
Inkom Elementary
P.O. Drawer D
Inkom, Idaho 83245
PH: 775-3361

APPLES FOR THE STUDENTS

I use apples to teach a number of concepts and subjects--including language arts, health and nutrition, science, and social studies. For example, we write "Apple Poetry" and read about Johnny Appleseed, plant apple seeds, and even taste our apples.

Velma Wescott
3rd grade teacher
Sagle Elementary
P.O. Box 140
Sagle, Idaho 83860
PH: 263-2757

WIZARD OF OZ WIZARDY

We used "The Wizard of Oz" as the basis for teaching a number of subjects: reading, creative writing, drama, the science of tornados and the weather, music and "Munchkin Math." This symbol was very successful and exciting for us and the students.

Scott Wilson & Erin Donovan
4th grade teachers
Mountain View Elementary
Box 67
McCammon, Idaho 83250
PH: 254-3223

WHEAT HARVEST

I used "wheat" as the basis for a number of subject areas--reading, science, nutrition and health, art, math and writing. For example, at one station we compared, measured and weighed whole wheat and flour. Several students worked with wheat for entries in the Science Fair.

Linda Wood
1st grade teacher
Pierce Elementary
Whispering Pines Drive
HC 64, Box 52
Pierce, Idaho 83546
PH: 464-2741

STUDY SKILLS

I have developed a study skills programs based on our social studies text. It incorporates such comprehension skills, as sequencing, main idea and inference and study skills techniques as taking notes and outlining. The classroom teachers were amazed at the results.

Doris Homan
K-6th grade resource room teacher
Troy Elementary School
Box 280
Troy, Idaho 83871
PH: 835-4261

THEME UNITS

I use a theme approach for monthly organization. For each month I select three or four themes and coordinate special projects and field trips to supplement these units.

Kathleen A. Kane
Special Needs Preschool Teacher
Roosevelt Center
240 E. Maple
Pocatello, Idaho 83201
PH: 232-2994

IN-CLASS SERVICES

We coordinate in-class services in every classroom throughout grades one through five. Our focus is on increasing skill development in math, reading and written language.

Joyce Johnson and Anita Dynes
1st-5th grade teachers
EastSide Elementary
416 21st South
Nampa, Idaho 83651
PH: 465-2720

TABLE LABELS

I label each table group of students using names that are appropriate to the course of study--types of clouds, continents, mountain ranges, etc.--and call on the students by their table group name. They quickly learn the names of whatever the teacher targets for study.

Gail Cochran
2nd trade teacher
West Park Elementary
510 Home Street
Moscow, Idaho 83843
PH: 882-2714

WORKBENCH

I get donations of wood scraps and old wares such as obsolete typewriters, cash registers, vacuum cleaners, etc. The students use them to learn the use of real tools, discover what is inside the machine, and create beautiful pieces of art.

Ruth P. Wright
1st grade teacher
Mountain View Elementary
3500 Cabarton Lane
Boise, Idaho 83704
PH: 322-3824

AN APPLE A DAY...

I use apples to teach a variety of subjects: math skills when we graph the popularity of certain kinds of apples, reading skills with "Johnny Appleseed," health information (why did Benjamin Franklin say 'an apple a day keeps the doctor away?' "). We do a program for parents in which the children sing songs about apples.

Dayle E. Miller
2nd grade teacher
East Canyon Elementary
18490 11th Ave. NO. Ext.
Nampa, Idaho 83651
PH: 467-2711

THEMATIC UNITS

We try to integrate as many subjects as possible in thematic units. We use more hands-on experiences and activities, trade books and "real" literature instead of textbooks. We are excited to see how much children enjoy this approach.

Pat Feuerborn, Jill Serpa, Joanne Kent, Joan Colett
3rd grade teachers
Chubbuck Elementary
600 W. Chastain Drive
Chubbuck, Idaho 83202
PH: 237-2271

COOPERATIVE LEARNING

I use cooperative learning when the situation calls for it. When I consider the subject matter and its level of difficulty, I have discovered that classmates often teach with greater understanding and comprehension than the teacher.

Dorothy Jenkins
5th grade teacher
Maple Grove School
2800 S. Maple Grove
Boise, Idaho 83709
PH: 322-3815

SMALL GROUP GAMES

I work with small groups of children and use game boards such as dominoes, checkers and puppet plays that the students write themselves. The children type their work on the computer and keep it in a booklet to read and reread.

Ruth G. Taylor
Resource Room teacher
Park School
758 E. Park
Weiser, Idaho 83672
PH: 549-2861

LEARNING CENTERS

We use learning centers and divide the class into groups of five or six, with each group having about 15 minutes to spend in each center. They have a variety of hands-on activities and work with different media.

Rosalie Kirkland
Kindergarten teacher
Carey Elementary
P.O. Box 8
Carey, Idaho 83320
PH: 823-4391

JEOPARDY AND TRIVIA

I have developed games based on the more famous ones using information and concepts from the curriculum. It includes questions for remedial as well as gifted students--everyone can play and learn.

Barbara Powell
2nd grade teacher
Longfellow School
1511 N. 9th
Boise, Idaho 83702
PH: 338-3774

PRESCRIPTION FOLDERS

I give all the children a "prescription folder" with their assignments. These are adapted to each individual child's abilities. As they complete each assignment, they bring it back to me to be corrected. When an assignment is completed, we mark it off in the folder, and when all assignments are completed, they hand their folders in.

Kris Fackrell
4th grade teacher
Stalker Elementary
991 W. Center
Blackfoot, Idaho 83221
PH: 785-8841

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CROSS-AGE TUTORING AND BUDDY SYSTEMS

CHRISTMAS SHARING

At Christmas time, my fourth graders write stories for kindergarten students. They interview a younger student and create an adventure story about him or her, using information they have gained in the interview. They illustrate the stories and bind them into a book. When the stories are complete, the fourth graders read their books to their kindergarten students and present the books as a gift.

Laura Workman
4th grade teacher
Paul Elementary
Box 7
Paul, Idaho 83347
PH: 438-2211

CPR FOR BEARS

This cooperative progress in reading program combines teams of Bears (a fifth grader) and Cubs (a first grader) that meet every Friday for about 20 minues. The two read to each other, discuss what being a good citizen means, and play a skill game using a game board and skill cards. Bear hugs are always in order.

Esther Burkeimer
1st grade teacher
Taft Elementary
3722 Anderson St.
Boise, Idaho 83703
PH: 348-3508

PROOFREADING BUDDIES

I invited a fifth grade class to help my second graders proofread their stories. The stories were corrected with a hum of excitement and purpose in the room. They turned out delightful stories.

Patricia Lupo
2nd grade teacher
Heyburn Elementary
1405 Main Avenue
St. Maries, Idaho 83861
PH: 245-2025

CROSS-AGE STORY WRITING

I paired my class of second graders with a sixth grade class to write a children's story book together. The second graders then learned to read these books and read them to the class. They then wrote thank-you letters to the older students.

Terry Felts
2nd grade teacher
Dora Erickson Elementary
860 Cleveland Street
Idaho Falls, Idaho 83401
PH: 525-7612

JUST WRITE IT!

My fifth graders worked with 9th graders (who were working with college students) on a number of writing projects. The activity ended with a big celebration in which each student read a piece of writing to the entire group of about 100 people. Each student and teacher received a t-shirt with the motto "Just Write It!" across the front.

Louise Daniels
5th grade teacher
Washington School/Van Buren School
1600 Fillmore Street
Caldwell, Idaho 83605
PH: 455-3317

SPECIAL EDUCATION/GENERAL EDUCATION "OPEN DOOR"

To increase the use of mainstreaming of my special education students and to provide a least restrictive environment I have an "open door" policy for general education students. The general education students provide excellent role models, motivation for learning through peer teaching and language models. The special education students help the "visitors" develop an understanding and appreciation of individuals with special needs.

Joan Baker
Special education teacher
Gibbons Elementary
906 Main
Gooding, Idaho 83330
PH: 934-4941

JOURNAL PARTNERS

My first graders wrote journals to a second grade class, and the second grade class wrote back. I have seen tremendous growth in my first graders' writing and in the quality of their writing. It is not something they have to do but something they want to do.

Erlinda Martinez
1st grade teacher
West Elementary School
19548 Ustick Road
Caldwell, Idaho 83605
PH: 459-6938

WORKING BUDDIES

At least twice a month, my fourth graders go to the second grade room for a 30-minute working session. They take skill cards on a variety of subjects, which they have made from construction paper. The second grade students also make skill cards about some subject they are studying, and the two groups alternate reading stories and playing games with the cards.

Linda Davis
4th grade teacher
Meridian Elementary School
48 W. State St.
Meridian, Idaho 83642
PH: 888-7101

BUDDY TUTORIAL

Our first graders and fifth graders are involved in a buddy program, including one-on-one work with writing, reading, mathematics, and science. This system has been very successful for both groups.

Susan J. Seaman
1st grade teacher
Priest River Elementary School
Box 489, Harriet Street
Priest River, Idaho 83856
PH: 448-1181

BUDDY READ AND WRITE

Our school has set times for 1st, 2nd, 3rd and 5th graders to participate in "buddy read" or "buddy write" activities. This cooperative effort encourages reading and self-esteem in all groups.

Pat Tennyson
3rd grade teacher
Adams Elementary
1725 East Warm Springs Avenue
Boise, Idaho 83712
PH: 338-3430

THE CIRC MODEL

We use the Cooperative Integrated Reading and Composition Model to provide reading activities for Chapter 1 students, special education students, and regular classroom students. Students read silently to themselves and then read aloud with a partner. We incorporate English and spelling programs as well in this activity.

Sandra Lawrence
5th grade teacher
Weippe Elementary School
Pierce Street East 200, Box 208
Weippe, Idaho 83553
PH: 435-4123

CROSS-AGE TUTORING

Our first and fifth graders engage in a variety of educational and social exchanges with a focus on caring for others. These include letter-writing, a field trip, a homework contest, kickball lessons, read-alouds, taking transcription, and working with wordless books.

Mary Rohlman and Norie Wyatt
1st and 5th grade teachers
Ponderosa Elementary School
2800 Ponderosa Blvd.
Post Falls, Idaho 83854
PH: 773-1509

READING BUDDIES

Our 2nd and 6th graders participate in a "Reading Buddy" program and present plays for one another, create symbol collages, invent stories and make special books. Both classes went on a field trip to the zoo and worked on a Zoo Activity Book.

Mari Kuhn and Dick Whittaker
2nd and 6th Grade Teachers
Collister Elementary
4426 Catalpa Drive
Boise, Idaho 83703
PH: 338-3436

PARTNER READING

Each year I pair my kindergarten classes with a sixth grade class for partner reading. The smaller children tell their partner the story in a familiar book, practicing their language and pre-reading skills. The kindergarteners dictate letters to Santa, and in the spring we have a Kite Flying Day.

Peggy Hash
Kindergarten teacher
Eastside Primary School
Payette, Idaho 83661
PH: 642-3327

BUDDY FRIDAYS

On Fridays, my first graders get together with their sixth grade buddies, and this event is the highlight of their week. They read stories and play academic classroom games, and the younger ones dictate creative stories, experiences, feelings and ideas. I have found that the sixth graders are much more protective of the first graders because of this special relationship.

Susan Merry
1st grade teacher
Longfellow Elementary
1511 North 9th Street
Boise, Idaho 83702
PH: 338-3474

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STUDENT SELF-ESTEEM BUILDERS

BORAH "B.A.D." KIDS

We offer qualifying students the opportunity to work for half an hour each day in various capacities: as office aides, teacher assistants, food service aides, etc. Adults who supervise them assist the students to set and reach goals and write quarterly evaluations on their progress. These are sent home with report cards. This opportunity is open to students who model appropriate school behavior and maintain high grades.

Sharen Bonds and Greg Tefft
5th grade teachers
Borah Elementary
632 Borah Ave.
Coeur d'Alene, Idaho 83814
PH: 664-5844

SPECIAL EDUCATION ART COACHES

We taught some of our special education students art lessons in advance so they could function as coaches to the mainstream students. Students were thus able to help their peers rather than always receive help-really blossomed.

Sylvia Kyle and Sid Booth
K-6th grade Self-contained Special Education teachers
Kamiah Elementary
P.O. Box 458
Kamiah, Idaho 83536-0458
PH: 935-2142

THE SELF PLEDGE

Each morning my class and I make three pledges of allegiance--to our nation, our planet and ourselves. I wrote the self-pledge, which I believe helps influence the child's attitude about himself.

Virginia Kelly
1st grade teacher
Bonneville Elementary
330 N. 8th
Pocatello, Idaho 83202
PH: 323-2872

CANTOR'S DISCIPLINE

This method has worked very well for me, and the year has ended very positively so I will continue to work on it and other methods.

Roberta JoAnne Shimer
K-6 General Music
West Elementary
415 West 2nd North
Mountain Home, Idaho 83647
PH: 587-2595

POSITIVE REINFORCEMENT

I have learned over the years that positive reinforcement is the best way to improve a child's attitude and self-esteem. Sometimes it's only one little thing that the child does right or well, but I build from there.

Jeanette Cagle
3rd grade teacher
Aberdeen Elementary
372 S. 1400 West
Pingree, Idaho 83262
PH: 684-3612

SPUD BUCKS

I stamp stars on daily assignments with a grade of 94% or higher; stars can be cashed in for "spud bucks", which they can spend at the "spud buck store" or for special privileges. Semi-annual "spud buck auctions" are held with a variety of items ranging from toys to a radio. This system has worked extremely well for my students.

Ed Kiefner
6th grade self-contained classroom teacher
Midway Middle School
529 N. 3470 E.
Menan, Idaho 83434
PH: 522-9317

"PLAY" TIME

Probably the most valuable self-esteem experience some of my students had was to develop their own play from the fable "The Lion and the Mouse," and then put on the play for several classrooms and parents. Most of these children never have this opportunity because they are too far behind in class to be allowed to "play."

Carolyn Hondo
1st-2nd grade chapter one teacher
Dworshak Elementary
1901 Overland
Burley, Idaho 83318
PH: 678-3903

THE "PILLER" AWARDS

Twice a year I give "Piller Awards," a small prize and a certificate recognizing each child's unique talent. Every child receives one, and they are always positive. I have students come back years later to tell me their "Piller Awards" are framed and still hang on their wall.

Jo Piller
5th grade teacher
Kamiah Elementary
Rt. 2 Box 636
Kamiah, Idaho 83536
PH: 935-2962

TESA and POSITIVE ACTION

The Teacher Expectation and Student Achievement program and Positive Action are ways to make sure that all students have equal opportunity for the teacher's attention and respect and to have a smoother-running classroom. All students are treated equally in TESA, and in Positive Action students have input into behavioral issues in class like rule and consequence making.

Lorraine Fox
4th grade teacher
Base Intermediate School
200 Main (MHAFB)
Mountain Home, Idaho 83648
PH: 832-4665

STUDENT OF THE WEEK

I set aside a bulletin board for our "Student of the Week" and display photographs, awards and other items that the student brings in under the heading "All About Me." The children learn about each other in a fun and exciting way. I also trace an image of the student on a piece of butcher paper and the other students write on it what they like about their peer.

Christine Welch-Galvan
Kindergarten teacher
Lowell Elementary
1507 N. 28th
Boise, Idaho 83703
PH: 338-3478

GOING FOR THE GOLD (CARD)

This program has a white, red and gold card system for special, outstanding and super citizens, and it includes criteria for achieving each level of citizenship. The students get to decide what privileges should come with the award of each card.

M.L. Pennock
Kennedy Elementary
5th grade teacher
60 S. West
Rexburg, Idaho 83440
PH: 359-3325

GETTING TO KNOW YOU

In the first weeks of school I take extensive notes on each student so I can become familiar with all of the children very quickly. I try to contact each parent or guardian as soon as possible with a positive comment about their child. I have found most parents to be very supportive.

Joan Briggs
1st grade teacher
East Side Elementary School
415 22nd Ave. S.
Nampa, Idaho 83651
PH: 465-2720

PLAY MONEY AS A POSITIVE REWARD

I have made paper play money for a system of positive rewards for good behavior in class. An auction is held every Monday morning to bid on room jobs and privileges. At the end of the year, I have a white elephant auction so students have an opportunity to spend their hard-earned money. This activity also is good for teaching math.

Nancy Aguire
3rd grade teacher
Longfellow Elementary
2500 Higbee
Idaho Falls, Idaho 83404
PH: 523-3059

PARENTS AS PARTNERS

In an effort ot initiate "parents as partners" in education, we have three family nights a year. We have found these to be very successful.

Sharon F. Blair & Karyl Edgerton
1st grade and kindergarten teachers
Ridgewood Elementary
7075 South Five Mile
Boise, Idaho 83709
PH: 362-3718

POCKETFULS OF PRAISE

I have a special dress with many pockets, and in each are several slips of paper containing messages of encouragement and rewards. For example--"you are on task--10 minutes on the computer at the completion of the assignment."

Ann Felice Rogers
3rd Grade Teacher
Dora Erickson Elementary
860 Cleveland Street
Idaho Falls, Idaho 83401
PH: 525-7612

AFTER SCHOOL HOMEWORK ROOM

A nightly staffed classroom is available for those students who need an environment provided for them. They have access to materials, a caring adult and sometimes even a snack. This program has been co-staffed with parent volunteers.

Jean Dustin
2nd grade teacher
Grangeville Elementary
400 South Idaho
Grangeville, Idaho 83530
PH: 983-0400

DRESSING FOR STUDENT SUCCESS

During the first days of school, each child has the opportunity to design a section of a dress I'll wear during the school year. That dress becomes a statement to children of the value I place on their work. I try to make home visits to each child's home and invite parents in for a "Harvest Fest" in the fall, an "I Love You Tea" in February and a "Pride in Parents" luncheon in May. The children write invitations and present the programs.

Judy Bieze
1st grade teacher
Hayden Lake Elementary
9650 Government Way
Hayden Lake, Idaho 83835
PH: 772-3815

TEACHING MINORITY STUDENTS

It is important to allow adequate response time for some bilingual minority students. Help them build pride in being bilingual and bicultural. Have high expectations, give positive feedback, discard stereotypes and support each child's growth. Communicate with parents and encourage them to become involved with the school. Share cultural activities in class, such as legends, crafts and special holidays.

Donna Houtz-McArthur
4th and 5th grade and Indian Education Coordinator K-12
Shilling Elementary
870 S. Fisher
Blackfoot, Idaho 83221
PH: 785-8813

VALUABLE CONTRIBUTIONS

I teach children with moderate to severe handicaps. We had a special project making scratch pads out of discarded paper for the staff and other students. They placed "orders" for scratch pads with our class, and every student had a job in the "assembly line" putting together the pads. The students were "paid" for their work, and we developed a classroom store as a place to spend their money. In February, we also set up a post office for valentine deliveries at the school. These activities illustrated to the entire school that my students could make valuable contributions and increased their knowledge and self-esteem.

Angela Housely
Self-Contained classroom teacher
Monroe Elementary
3615 Cassia
Boise, Idaho 83703
PH: 389-1436

FRIDAY SPECIALS

Friday Specials encourage my students to finish their work and have interaction in the classroom. When a student's work is finished he or she has the privilege to attend a Friday Special. These were also excellent learning opportunities. We see plays, educational films, have spelling bees and other competitions, and watch local crafts people demonstrate their skills in flower arranging, horse hair braiding, etc.

June Derie
2nd and 3rd grade teacher
Coucil Elementary
H.C. 62, Box 1720
Coucil, Idaho 83612
PH: 253-6068

TEAMWORK

We stress cooperative learning in our team-taught classroom, making sure that students practice such concepts as "no put-downs" and active participation in group activities. Social skills are formally introduced, modeled and reinforced. We feel that students form bonds with other students and feel they belong in school.

Donna Lang and Cathy Hagdone
4th and 5th grade teachers
Washington Elementary
420 S. Boyer
Sandpoint, Idaho 83864
PH: 263-4759

A LEARNING TEAM

I participate with my children in all learning activities, writing when they write, doing science experiments with them, reading, singing and drawing with them. Together we are a class learning team.

JoAnn Andrew
2nd grade teacher
Collister Elementary
5354 Waterwheel
Boise, Idaho 83703
PH: 343-2659

A GOOD START

My main goal is to help children make the transition from home to school in a loving, caring and non-threatening way. After spring registration, I write a letter about my schedule of activities to each child and parent; I send another letter the first week of August inviting them to school orientation. At orientation I have parents sign up for a home visit. After home visits, I have the children come back to school, without parents, in small groups. One the opening days of school, the entire class is eager and ready to begin because a mutual bond and trust have been established.

Diane Burns
Kindergarten teacher
Amity Elementary
10000 W. Amity Rd.
Boise, Idaho 83709
PH: 322-3800

WEEKLY GROUP SHARING AND PROBLEM-SOLVING

I have the school psychologist come in once a week to talk with students about problems affecting their learning and well-being. We established clear guidelines for this group sharing, including that it is a confidential session. We practice problem-solving as a group. The results were phenomenal, both in and out of class.

Olive Harris
6th grade teacher
Sagle Elementary
P.O. Box 1682
Sandpoint, Idaho 83840
PH: 263-0906

HAPPY CHIPS

I reward good behavior with compliments, stickers, notes home and "happy chips" for academic accomplishments. Everyone is able to receive chips for something, but I don't give them out so often that the children expect to be paid for everything.

Lois G. Sutton
1st and 2nd grade teacher
Midvale Elementary School
School and Bridge St.
Midvale, Idaho 83645
PH: 355-2234

DAILY CLASS DISCUSSIONS

I have daily class meeting during which the class discusses a myriad of subjects (spanking, problems on the playground, the death of a parent, etc.) and share special items or events. It is a forum in which all contributions are valued and respected.

Linda Dallmann
6th grade teacher
Lake Street Elementary
520 Lake Street
Sandpoint, Idaho 83864
PH: 263-5662

INSTANT FEEDBACK

I repeatedly check for student understanding of our subject matter, return and discuss all of the children's material the next day, and review everything that has been introduced. I respect each child and expect the best from each child.

Marye Barker
2nd grade teacher
Tammany Elementary
6800 Tammany Cr. Rd.
Lewiston, Idaho 83501
PH: 743-2579

ACTIVE PROBLEM-SOLVING

I encourage children involved in any confrontation to discuss with one another what they feel and how the matter can be solved. I do not enter the situation, but observe and guide the children. They have a chance to express their feelings, which leads them to be more considerate of one another and take responsibility for their actions. The children develop confidence in themselves through active problem-solving.

Pat Ringe
Kindergarten teacher
Lincoln Elementary
288 Valley View Dr.
Pocatello, Idaho 83204
PH: 233-5494

PRAISE AND ACCEPTANCE

I lavish praise on my students, both verbally and non-verbally. I am sensitive to feelings and the variety of lifestyles and family structures. I greet each child at the door in the morning and am there again when it is time to go home. I send many good notes home and make phone calls to parents to let them know how terrific I think their child is.

Cyndie Meline
3rd grade teacher
Washington Elementary
1597 E. Elm
Pocatello, Idaho 83201
PH: 232-5429

BUILDING ON INDIVIDUAL TALENTS

It is important to begin with a child's unique talents and help him or her to shine. A child can be helped to appreciate his special skills and those of others. We make learning as fun and interesting as possible with games that stimulate learning. And we reward and praise everyone often.

Blair Findlay
1st-6th Chapter 1 teacher
Grace Elementary
117 West 4th South
Grace, ID 83421
PH: 425-3984

CONFLICT RESOLUTION

The conflict resolution program at our school was begun to help students develop positive interpersonal skills. Each class receives a half-hour's instruction a week by a facilitator trained in conflict resolution. One or two students in each class are trained as mediators--these are selected by the students themselves. The students work in groups to discuss and increase their conflict-resolution skills.

Sandra Medved
4th grade teacher
Sorenson Elementary
11275 Eastshore Dr.
Hayden Lake, Idaho 83835
PH: 664-2822

POINTS CHART

My "points chart" has been very effective in motivating good behavior. I use a large chart and mark five points for each accomplishment, using a different color, until 25 points is reached. When a student has earned 25 points, he or she may be given a "free assignment" in a subject of their choice. This meyhod can easily be adapted to each teacher's priorities.

Mary Lou Westover
6th grade teacher
Oakley Elementary
Oakly, ID 83346
PH: 862-3203

OUR MOST IMPORTANT PERSON

This year-long activity features a different child each week on the "Most Important Person" bulletin board. I send a letter home to the parents, informing them that their child has been selected (we draw names out of a can) as the "MIP" for the next week and asking for pictures for the bulletin board. At the end of the week, I take a picture of the student standing by the board; the student keeps this picture.

Kathleen Kramer
1st grade teacher
Popplewell Elementary
6th Ave. N.
Buhl, Idaho 83316
PH: 543-8225

PARENT-TEACHER-CHILD CONFERENCE

I believe that parent-teacher conferences should involve the child. For this reason, I have devised this type of conference and work to involve the child in the conference discussion. Together, we set goals for the child and discuss ideas for solutions to any problem we discuss. I make notes of these on "Goal Sheets." I refer to our "Goal Sheets" often to make sure that progress is being made toward the child's goals.

Yvonne Mendonca Higer
3rd grade teacher
Hawthorne Elementary
2401 Targee St
Boise, Idaho 83705
PH: 338-3450

PARENT INVOLVEMENT TECHNIQUES

I use home visits, evening training sessions, daytime parent workshops, and parents as classroom volunteers to involve more parents in their children's education. I keep parents informed about what is going on at school, hold special family gatherings so families can meet each other, and have special days such as Grandparent's Day, Parent's Day, Sibling's Day to involve my students' families in school.

Laurie Rich
Early Childhood Special Education teacher
Paris Elementary
P.O. Box 92
Paris, Idaho 83261
PH: 945-2250

POSTER CHILDREN

I let each child have a day to share with the class a poster about him or herself. The parents come to school on that day and tell about their child; they then share a science project, experiment or other activity. Every year I get a great variety of presentations. This has been a very successful activity.

Sara Nelson
Kindergarten teacher
Pioneer Elementary
515 S. 400 E.
Preston, Idaho 83263
PH: 852-2050

FOXFIRE TEACHING APPROACHES for SELF-DIRECTED STUDENTS

I believe that students must be able to help design their own learning processes. Effective and meaningful learning occurs when students desire to study something and plan how they will learn and acquire the information, how they will share their knowledge and how they will be evaluated. The approaches inherent in the Foxfire teaching method seem to work best in facilitating student-lead projects.

Sandra Lambacher
K-6th grade
Russell and West Elementary
118 N. Blaine
Moscow, Idaho 83843
PH: 883-1477

REWARDING POSITIVE BEHAVIOR

I recognize good behavior through a variety of methods all year long. I use stickers, stars and other rewards. In February I ask students to recognize positive behavior in each other by writing anonymous notes and putting them in my class mailbox. I read the notes everyday, keep track and make sure everyone receives a note. I pass out my own "Marshall Money" for good behavior; this can be traded for a small "treasure."

Ila Marshall
2nd grade teacher
Moreland Elementary
490 Lilac St.
Blackfoot, Idaho 83221
PH: 785-3735

INDIVIDUALIZED PROGRAMS

Each of my students works at his or her own pace. I believe that everyone learns differently, and I strive to help my students understand this and cheer each other on instead of criticizing each other. We have special parties for children to recognize their achievements.

Evelyn Little
3rd-5th grade teacher
Roosevelt Elementary
1526 Ventura Dr.
Orofino, Idaho 48544
PH: 467-1521

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TEACHER PUBLICATIONS

Note: Several teachers submitted descriptions of their own publications and works-in progress. They might be contacted about the publication, or about how to publish a book or booklet.

KINDERGARTEN CURRICULUM GUIDE

For my Masters Degree in education, I wrote a curriculum for kindegarten, which I am now revising. It is based on the unit approach with an emphasis on language arts and includes science, math and social studies.

Iola K. Wolford
Kindergarten Teacher
Ustick Elementary
4535 East Ustick Road
Boise, Idaho 83704
PH: 375-3204

HELPING ALL CHILDREN TO READ

I am writing a book explaining how to help children read. In a typical class, most of the students can learn to read regardless of the method used. My book presents a new way to tutor each student to help him or her sound out words.

Kirby Morgan
2nd grade teacher
New Plymouth Elementary
602 Poplar
New Plymouth, Idaho 83655
PH: 278-5086

LEARNING FUN AND GAMES

In my class, I enjoy using a number of techniques that I know are not widely used. These include math activities, science home experiments and a variety of other projects. I am in the process of writing a booklet about the learning games I have devised, including "English Poker," "Science Basketball," and "Math Chain Gang."

Richard M. Sonntag
6th grade teacher
Priest River Elementary
Box 489
Priest River, Idaho 83856
PH: 488-1181

THE WORD FAMILY BOOK

Two years ago I combined my own spelling/language arts lessons into a book and published it at my own expense. Now other teachers in this area are using it. It includes spelling, word games to teach a number of concepts, vocabulary lessons and language development.

Patricia Peek
K-3rd grade Primary Resource Room teacher
Potlatch Elementary
P.O. Box 518
Potlatch, Idaho 83855
PH: 875-1331

IDEAS AND PATTERNS

Through the years, the Kimberly kindergarten teachers have compiled their ideas, from art work, to cooking centers to "fantastic Fridays." We had so much success with these projects that we made up a booklet and have given it to our friends in education.

Betty Sue Hudson
Kindergarten teacher
Kimberly Elementary
311 Main St.
Kimberly, Idaho 83341
PH: 423-5118

APPROACHES AND RESOURCES FOR DEVELOPMENTAL WRITING IN KINDERGARTEN

I developed this handbook as part of my Master's Degree program. I feel that, in kindergarten especially, education should be child-centered and appropriate for the attainment level of each child. My handbook describes ways to help children develop at their own pace toward reading and writing.

Anne Marks M.A. (ECE)
Kindergarten teacher
Franklin Elementary
5007 Franklin Rd.
Boise, Idaho 83705
PH: 338-3440

WRITING AND READING ACTIVITIES AND PATTERNS

I have been fortunate to have a set of three teacher resource books published. The ideas presented in the books were just things I had developed for my class to enrich teaching units. It's like a dream come true...just an ordinary first grade teacher like me to have books published!

Victoria Ingram
1st grade teacher
Nezperce Elementary
P.O. Box 279
Nezperce, Idaho 83543
PH: 937-2243

BEYOND THE ROCKIES: A NARRATIVE HISTORY OF IDAHO

I am a fourth grade teacher who has written, illustrated and published an Idaho history textbook for school children throughout the state. It took me several years to complete the book. My students were my best critics and helped a great deal as I worked to complete a book that would bring history to life for them. Since it first appeared in 1983, the book has had five printings with more than 12,000 books in circulation.

Ronald K. Fisher
4th grade teacher
Sorenson Elementary
1026 Garden Ave.
Coeur d'Alene, Idaho 83814
PH: 664-2954

READING AND WRITING

In 1988 I created a beginning reading, handwriting and spelling program for first graders that takes a "whole language" approach. I have a copyright on the material; the Chapter 1 Federal Program is in the process of offering the booklets to its schools in the district. I have written a sequel to this book entitled "Sound Reading" that we will pilot in the 1991-92 school year.

Lora Keidel
1st-3rd grade Reading Specialist
Cole Elementary
7415 Fairview Ave.
Boise, Idaho 83704
PH: 322-3805

PHYSICAL FITNESS GAMES AND ACTIVITIES KIT

I base much of my physical education curriculum on my book, which is published by Prentice Hall. I have also written a "Recess Resource" booklet, which contains activities kids can do at recess. What I stress most of all is effort; we do not keep track of score so no one feels inadequate. I want all students to find some form of physical activity that they enjoy and pursue it.

Mary Kotnour
K-5th grade Physical Education
Ramsey Elementary teacher
3214 E. Fairway Dr. #108
Coeur d'Alene, Idaho 83814
PH: 765-4586

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